



the chicago
cluster of
theological
schools

Bethany Theological Seminary
Catholic Theological Union
Chicago Theological Seminary
DeAndreis Seminary
Jesuit School of Theology in Chicago
Lutheran School of Theology at Chicago
McCormick Theological Seminary
Meadville/Lombard Theological School
Northern Baptist Theological Seminary

ANNOUNCEMENTS

1975-1976

COMMON ACADEMIC CALENDAR

1975 — 1976

FALL QUARTER

September 22-26 Orientation and Registration
 September 29 Beginning of Classes
 November 27-30 Thanksgiving Recess
 December 1-5 Registration for the Winter Quarter
 December 13 Fall Quarter Ends
 December 14 - January 4, 1976 Christmas Recess

WINTER QUARTER

January 5, 1976 Classes begin (Late Registration)
 February 23-27 Registration for the Spring Quarter
 March 19 Winter Quarter Ends
 March 20-28 Spring Recess

SPRING QUARTER

March 29 Classes Begin (Late Registration)
 April 4-10 Cluster World Mission Institute
 April 16-18 Easter Recess
 June 4 Spring Quarter Ends (BTS, CTU, DEAN, JSTC, MTS)
 June 9 Spring Quarter Ends (LSTC)
 June 11 Spring Quarter Ends (CTS, M/L, NBTS)

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FOREWORD

The nine member institutions of the Chicago Cluster of Theological Schools continue to forge and strengthen common bonds of interdependence as they prepare persons for pastoral and prophetic ministries to the tragic and heroic dimensions of contemporary existence in the light of Judeo-Christian faith. Such interdependence manifests itself in a variety of exciting and rewarding possibilities for theological education in a setting in which the resources of one of the world's great metropolitan areas can be creatively brought to bear upon urban, suburban, and rural ministries.

Cooperative educational developments designed to enhance the personal and professional growth of students are fostered through a variety of structures and processes.

From the outset all Cluster schools have extended reciprocal tuition-free cross-registration privileges for course work and, in certain instances, supervised ministry placements -- a privilege which some 750 students exercised last year. The exercise of cross-registration privileges within Cluster schools is facilitated by the adoption of common academic calendars and class schedules, and by the designation of certain "Cluster Day" courses whose weekly sessions rotate from campus to campus in order to be more easily accessible to students in all Cluster schools. Beginning this year, most Cluster students will also have access to similar tuition-free cross-registration privileges in courses of the five seminaries which comprise the Chicago Theological Institute.

The Cluster's pioneering endeavors in developing intensive, interdisciplinary, and interconfessional Areas of Concentration in Personal Transformation, Social Transformation, Celebration, and Cross-Cultural Communication have met with overwhelmingly enthusiastic student response during the two years since their inception. Based on such response, a new Area of Concentration, Interpretation and Communication: Teaching, is offered this year, and two additional Concentrations in Preaching and in Media and the Arts are in the early stages of design.

Blacks and women will enjoy significantly expanded curricular offerings and faculty representation. These important advances are occasioned by the schools' ongoing development of new courses and employment of new personnel, and by the Cluster's continuing practice of jointly employing women and Black faculty to complement the staffs of the several schools.

The Cluster will break new ground in the area of supervised ministry through its sponsorship of a Conference on Supervision and Theological Reflection on September 17-19. It is anticipated that the event, which is planned to assist supervisors and seminarians enhance the values of internships and concurrent field placements, will be the first of similar joint enterprises undertaken in years to come.

These and other vital signs augur well for sustained accomplishments in the Cluster's quest for excellence in theological education. In addition to availing themselves of the rich educational opportunities which derive from such a quest, students are encouraged to become co-creators in shaping the Cluster's enduring pursuit of excellence.

Donald F. Williams
Acting Executive Coordinator

CLUSTER INSTITUTIONS

CHICAGO CLUSTER OF THEOLOGICAL SCHOOLS

The Chicago Cluster of Theological Schools is an ecumenical association of six Protestant and three Roman Catholic seminaries. While preserving their legal autonomy and denominational integrity, the schools espouse common commitments to provide graduate professional education of the highest order in equipping men and women for leadership as ministers, priests, and laypersons in serving the world and the church.

Such common commitments involve educational, theological, and financial purposes. Educationally, the Cluster reflects the purpose of its member schools to maximize the scope and depth of excellence in theological preparation made possible by the coordinated sharing and development of resources such as faculties, libraries, auxiliary services, physical plants, and funds for new and ongoing programs. Theologically, the Cluster reflects the purpose of its member schools to prepare leaders whose identities are both rooted in their respective confessional and ecclesial traditions and informed by appreciation of the richness of ecumenical and interfaith perceptions of divine concern for the world. Financially, the Cluster reflects the purpose of its member schools to obtain the best educational return on the investment of funds entrusted to their stewardship by realizing fiscal economies through consolidated institutional purchasing and through coordinated elimination of unnecessary duplication of resources.

The Cluster was organized in 1970 and incorporated as a not-for-profit corporation in 1971. Of its eight founding institutions, five Protestant schools represented a corresponding number of denominations and three Roman Catholic schools represented or officially served eight religious communities and one diocese. Since the Cluster's formation, these founding schools have officially been joined by eight additional Roman Catholic religious communities and by another Protestant seminary. Jewish presence and studies have been provided during these years through cooperating institutions.

Six of the nine member schools are grouped closely together on the south side of Chicago adjacent to the University of Chicago. Two are located on contiguous campuses in west suburban Oak Brook, and one is situated in the southwest suburb of Lemont.

The Cluster's diverse and extensive networks of resources for theological education are unparalleled in the Midwest and are among the most outstanding in North America. The nine Cluster schools offer a variety of academic and professional degrees at the master's and doctoral levels, and programs of continuing education for clergy and laity. The almost 1,400 Cluster students have access to resources such as those represented by 175 faculty (of whom 130 are full-time), including 6 Blacks and 18 women; more than 450 courses annually; library collections of some 775,000 volumes and 1,600 currently-received periodicals; contemporary electronic media equipment (including portable and studio video capabilities) and modern language lab facilities; and three centers for specialized research and ministry dealing, respectively, with religion and science, religious education, and the church and urban-industrial society.

Beyond the resources of the Cluster are those of six other Chicago-area theological schools upon which Cluster students may draw, together with the vast resources of numerous institutions of higher learning and innumerable organizations and agencies of a religious, humanitarian, cultural or scientific character in and about the metropolitan environs.

Officers

Chairman	C. Shelby Rooks (Chicago Theological Seminary)
Vice-Chairman	Gilbert Ostdiek, O.F.M. (Catholic Theological Union)
Treasurer	Alfred M. Palfi (Chicago Theological Seminary)
Secretary	Donald F. Williams (Chicago Cluster of Theological Schools)

Representatives of Member Institutions

Bethany Theological Seminary	Paul M. Robinson, Warren F. Groff
Catholic Theological Union	John T. Pawlikowski, O.S.M., Gilbert Ostdiek, O.F.M.
Chicago Theological Seminary	C. Shelby Rooks, Perry D. LeFevre
DeAndreis Seminary	Anthony J. Falanga, C.M., Nicholas E. Persich, C.M.
Jesuit School of Theology in Chicago	James Hennesey, S.J., William G. Guindon, S.J.
Lutheran School of Theology at Chicago	Walter F. Wolbrecht, Wesley J. Fuerst
McCormick Theological Seminary	Jack L. Stotts, Lewis S. Mudge
Meadville/Lombard Theological School	John C. Godbey
Northern Baptist Theological Seminary	William R. Myers, Robert P. Meyer

Representative of Business Managers

John A. Eichelberger
(Bethany Theological Seminary)

Cluster Administrative Staff

(See below)

Cluster Administrative Staff

Acting Executive Coordinator	Donald F. Williams
Assistant to the Executive Coordinator	To Be Named
Library Coordinator	Albert E. Hurd
Assistant to the Library Coordinator	Kevin R. Bowers
Library Courier	Donald E. Rothweiler
Black Studies Coordinator	Albert E. Pero
Women's Issues Coordinator	Ellen L. Babinsky
International Programs Coordinator	Charles V. Olson
Student Affairs Coordinator	Joseph W. Lloyd
Cooperative Purchasing Coordinator	Bertil O. Erikson

Cluster Faculty and Staff Convenors

Old Testament	Wesley J. Fuerst, Lutheran School of Theology at Chicago
New Testament	Adela Y. Collins, McCormick Theological Seminary
Church History	J. Patout Burns, S.J., Jesuit School of Theology in Chicago
Theology	John E. Burkhardt, McCormick Theological Seminary
Ethics	Robert Benne, Lutheran School of Theology at Chicago
World Mission	V. Bruce Rigdon, McCormick Theological Seminary
Pastoral Care	Arthur L. Foster, Chicago Theological Seminary
Liturgy and Worship	LeRoy E. Kennel, Bethany Theological Seminary
Preaching and Communications	Oscar J. Miller, C.M., DeAndreis Seminary
Religious Education	E. Alfred Jenkins, Northern Baptist Theological Seminary
Supervised Ministry	Lynn R. Buzzard, Northern Baptist Theological Seminary
Continuing Education	Barbara B. Zikmund, Chicago Theological Seminary
Librarians	Albert E. Hurd, Chicago Cluster of Theological Schools
Business Managers	John A. Eichelberger, Bethany Theological Seminary
Development Directors	Luther R. Livingston, Lutheran School of Theology at Chicago

BETHANY THEOLOGICAL SEMINARY

Bethany education is shaped by concerns for such areas as peace, discipleship, true piety, and servanthood; seeks to provide a community of scholarship and faith where insistence upon academic excellence is balanced by concern for personal growth. Curricular innovations include colloquium groupings oriented toward the contexts of ministry and a credit-noncredit plan of grading.



President

Paul M. Robinson

Dean

Warren F. Groff

*Administrative Assistant to Doctor
of Ministry Program, Registrar
Treasurer and Business Manager*

Carole Loats
John A. Eichelberger

Degree Programs:

Time Beyond A.B.

Name of Degree

Normally Required

M.A.Th.

2 years

M.Div.

3 years

D.Min. (3 years in ministry prerequisite)•

9 years

Butterfield and Meyers Roads

Oak Brook, Illinois 60521

(312) 620-2200

CATHOLIC THEOLOGICAL UNION

Catholic Theological Union is a collaborative venture serving thirteen religious orders. Autonomous corporation. Ecumenical and university thrust in complex of southside Chicago institutions. Emphasis on preparation for ministry, hence flexible academic pattern augmented by strong field education program. Programs open to all serious students, men and women.

Acting President

John T. Pawlikowski, O.S.M.

Vice President and Dean

Gilbert Ostdiek, O.F.M.

Acting Director of M.A. Program

Jerome W. Rausch, O.S.C.

Dean of Students

John Paul, M.S.C.

Secretary and Treasurer

James Hartke, O.F.M.

Degree Programs:

Time Beyond A.B.

Name of Degree

Normally Required

M.Div.

3-4 years

M.Div. with Mission Specialization

3-4 years

M.A. in Theology

2 years

5401 South Cornell Avenue

Chicago, Illinois 60615

(312) 324-8000



CHICAGO THEOLOGICAL SEMINARY

A style fostering rigorous theological inquiry and development of students' own intellectual and professional integrity in an atmosphere of diversity and freedom. Normative professional program is the 4 year D.Min., but the M.A. or M.Div. may be awarded at 2nd and 3rd year terminal points for cause. Post-M.Div., D.Min. available, full or part-time. Academic doctorate is awarded in three areas: Jewish-Christian Studies, Reformation and Free Church Studies, Studies in Theology and the Human Sciences.



President
Academic Dean
Director of Studies
Director of Student Services,
Registrar
Business Manager
 Degree Programs:
 Name of Degree
 M.A. in Religious Studies
 M.Div.
 D.Min.
 D.Th.

C. Shelby Rooks
 Perry D. LeFevre
 Barbara B. Zikmund

Barbara M. Byhouwer
 Alfred M. Palfi

Time Beyond A.B.
 Normally Required
 2 years
 3 years
 4 years
 6 years

5757 South University Avenue
 Chicago, Illinois 60637
 (312) 752-5757

DE ANDREIS SEMINARY

Owned and conducted by the Vincentian Fathers primarily for preparing priests to serve in the various apostolates of their religious community. Students may take part of their course work at DePaul University.

President
Academic Dean
Dean of Students
Business Manager
Registrar

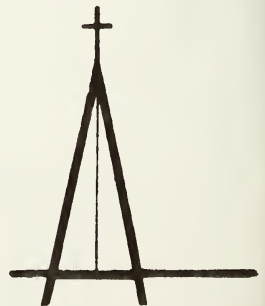
Anthony J. Falanga, C.M.
 Nicholas E. Persich, C.M.
 William E. Hartenbach, C.M.
 Anthony J. Wiedemer, C.M.
 Jean F. Thomann

Degree Programs:

Name of Degree
 M.A. in Theology
 M.Div.

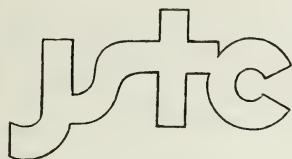
Time Beyond A.B.
 Normally Required
 3 years
 4 years

511 East 127th Street
 Lemont, Illinois 60439
 (312) 257-5454



JESUIT SCHOOL OF THEOLOGY IN CHICAGO

A professional school of ministry stressing an integrated academic-ministerial program, sponsored by the Society of Jesus (Jesuits) of the United States. A majority of the students are Jesuits, but JSTC is open to all qualified men and women willing to share in free and intelligent exchange of ideas, learning and service.



President

Dean

Acting Director of Admissions

Treasurer

Registrar

Degree Program:

Name of Degree

M.Div. (Loyola)

James Hennesey, S.J.

William G. Guindon, S.J.

J. Peter Schineller, S.J.

Alice E. Barrett

Mary B. Williams

Time Beyond A.B.

Normally Required

3-4 years

5430 South University Avenue

Chicago, Illinois 60615

(312) 324-9200

LUTHERAN SCHOOL OF THEOLOGY AT CHICAGO

Preparation for ministry. Curriculum emphasizes (1) the sources, structure, and dynamics of the Christian Faith; (2) the expression of that faith in our time. New campus (merger of 5 seminaries) deliberately located in urban setting adjacent to a major university.

President

Dean of Faculty

Acting Dean of Student Services

Director of Graduate Studies

Director of Doctor of Ministry Program

Director of Admissions

Budget Coordinator

Registrar

Degree Programs:

Name of Degree

M.Div.

M.T.S.

M.R.E.

D.Min. (3 years in ministry prerequisite)

S.T.M.

S.T.D.

Walter F. Wolbrecht

Wesley J. Fuerst

Jean Bozeman

Franklin E. Sherman

Robert I. Tobias

Wilhelm C. Linss

Arthur O. Arnold

Roberta Piehl

Time Beyond A.B.

Normally Required

4 years

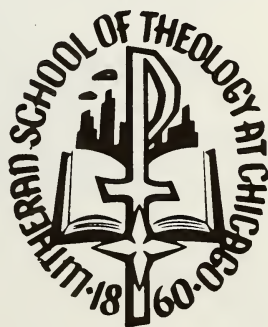
3 years

2 years

10 years

6 years

8 years



1100 East 55th Street
Chicago, Illinois 60615
(312) 667-3500

McCORMICK THEOLOGICAL SEMINARY

McCormick Theological Seminary is a theological center for the United Presbyterian Church in the United States of America. It focuses its educational resources on education for the ministry, emphasizing both pre-professional and professional studies. Its program of Latino Studies and its emphasis on internationalization add to its other offerings. On the Master's level, students are encouraged to plan, with advice, their own course of studies.



<i>President</i>	Jack L. Stotts
<i>Dean of the Seminary</i>	Lewis S. Mudge
<i>Director of Studies</i>	Earle Hilgert
<i>Director of Doctor of Ministry Program</i>	Robert C. Worley
<i>Director of Campus Affairs</i>	Barbara Prasse
<i>Business Manager</i>	Donald S. Hasty

Degree Programs:	Time Beyond A.B.
Name of Degree	Normally Required
M.A. in Theological Studies	2 years
M.Div.*	3 years
M.Div./M.S.W.	4 years
M.Div./M.A.L.S.	4 years
Th.M.	4 years
S.T.M.	4 years
D.Min. (2 years in ministry prerequisite)	8 years

*may be taken with specialization in Latino Studies; Diploma in Latino Studies (3 yr. program) may be converted to M.Div. upon completion of baccalaureate degree.

5555 South Woodlawn Avenue
Chicago, Illinois 60637
(312) 241-7800

MEADVILLE/LOMBARD THEOLOGICAL SCHOOL

Offering the Doctor of Ministry as the normative professional degree for ministry. Students with earlier graduate study may apply for advanced standing.

<i>Acting Academic Dean</i>	John C. Godbey
<i>Admissions Officer and Dean of Students</i>	Neil H. Shadle
Degree Programs:	Time Beyond A.B.
Name of Degree	Normally Required
M.R.E.	2 years
D.Min.	4 years

5701 South Woodlawn Avenue
Chicago, Illinois 60637
(312) 753-3195



NORTHERN BAPTIST THEOLOGICAL SEMINARY

The seminary was founded by churches of the American Baptist Convention. At the same time, it seeks participation in ecumenical dialog, endeavors to serve the whole body of Christ, and welcomes students of all Christian traditions.



President

William R. Myers

Dean

Robert P. Meyer

Director of Student Affairs

Robert L. Maase

Acting Business Manager

Henry W. Dahlberg

Degree Programs:

Time Beyond A.B.

Name of Degree

Normally Required

M.A. in Christian Education

2 years

M.A. in Theological Studies

2 years

M.Div.

3 years

100 West Butterfield Road

Oak Brook, Illinois 60521

(312) 620-2200

The following abbreviations are employed to indicate institutional sponsorship of the various programs and courses described in these *Announcements*

BTS—Bethany Theological
Seminary

M/L—Meadville/Lombard
Theological School

CTS—Chicago Theological
Seminary

MTS—McCormick Theological
Seminary

CTU—Catholic Theological
Union

DEAN—DeAndreis Seminary

NBTS—Northern Baptist
Theological Seminary

JSTC—Jesuit School of
Theology in Chicago

CCTS—Chicago Cluster of
Theological Schools

LSTC—Lutheran School of
Theology at Chicago

CLUSTER AREAS OF CONCENTRATION

Introduction

Among a variety of cooperative enterprises, the Cluster offers five unique programs of education for ministry which draw in an integrated manner upon the resources of its member schools and the metropolitan Chicago area. These five Cluster Areas of Concentration are Personal Transformation, Social Transformation, Celebration, Cross-cultural Communication, and Interpretation and Communication: Teaching. Brief identification of the major aspects of the planning process by which these programs have been developed will highlight their distinctive features.

I. The Mandate for Planning

The five Areas of Concentration represent the present stage of development in a process of several years of long range academic planning. Such planning includes the combined efforts of faculty, students, and staff who accepted the challenge to develop "a plan which will make the Cluster more than a 'coordinating instrumentality'" and "a blueprint for doing better together what we cannot achieve alone and for creating new and better styles of theological education . . . or of improving the styles we already follow."

II. The Basis of Planning

All such planning has incorporated the principle of differential participation at the level of both the individual school and the individual student. At the institutional level each seminary retains full control over its own academic program, including: (1) the determination of the nature, scope, and manner of fulfilling the requirements which its own students must complete in their home school; and (2) the determination of whether and in what manner it wishes to participate as an institution, or wishes its students to participate, in the Cluster Areas of Concentration. (Differential participation at the level of the individual student will be noted below.)

III. The Parameters of Planning

With such a common basis for planning as background, other crucial issues emerged. The decisions made regarding these fundamental issues constitute the planning parameters within which the Areas of Concentration have been shaped.

A. The Curricular Model

Since each school in the Cluster continues to offer its own introductory and advanced requirements related to such matters as denominational and confessional identity, spiritual formation, and ordination, the Cluster Areas of Concentration are not designed as a core curriculum in which all beginning students in each of the schools are expected to participate. Rather, the Areas of Concentration are designed as intermediate and advanced elective offerings which are open to students who have completed at least one year of theological education and who have satisfied such other prerequisites as may be appropriate in a particular Area.

B. The Organizing Principle

The Areas of Concentration are designed to transcend the personal and professional fragmentation which frequently accompanies educational experiences which are circumscribed by a particular discipline or field or by a particular ministerial role or setting. Therefore, the concentrations have been organized in terms of broad areas of functional competence which are relevant to a variety of ministerial roles and settings and which are dependent upon the integration of performance and insights from a variety of disciplines.

C. The Defining Educational Characteristic

The Areas of Concentration are designed to foster maximum feasible incorporation of the following interfaces:

1. **instructional interface** -- integration of insights from a variety of disciplines and fields, both classical and practical, through the assistance of faculty teams whose members represent such expertise;
2. **contextual interface** -- integration of theory and practice through the utilization of action-reflection styles of learning wherein students engage in and reflect upon ministries of various kinds with the assistance of peer consultation and professional supervision;
3. **formation interface** -- integration of the student's personal identity and professional identity, wherein understandings, attitudes, values and skills appropriate to each are experienced and perceived as mutually interdependent;
4. **professional interface** -- clarification of the student's professional identity as minister (e.g., role, status, authority) in relation to members of other professions and occupations which represent corresponding areas of functional competence;
5. **ecumenical interface** -- inclusion of students and faculty representing diverse theological and ecclesiological traditions; and
6. **institutional interface** -- inclusion of students and faculty representing two or more institutions in the Cluster, and the utilization of institutional resources outside the Cluster.

D. The Defining Structural Characteristics

1. Differential Student Participation

The Areas of Concentration are designed to be sufficiently flexible to enable students with varying degrees of interest and curricular freedom to participate in one or more such programs in the pursuit of several types of educational and ministerial objectives:

- a. to develop a **generalized** focus of competence which may (1) serve to inform and enrich other functional competencies required of "generalists" in a variety of ministries or (2) serve as a general foundation upon which the specialized competence required for ministries in research and scholarship may subsequently be built;
- b. to develop a more **specialized** focus of competence which may (1) provide an organizing center for other areas of competence required of generalists, (2) provide necessary preparation for those whose primary, if not exclusive, form of ministry will correspond to one of the areas of concentration, or (3) provide a more specialized foundation upon which the additional competencies required of researchers and scholars may be subsequently built; and
- c. to develop a more **individualized** focus of competence which may not correspond wholly to either of the foregoing patterns but which best serves the particular student.

2. Functional Standardization

The Areas of Concentration are designed to be sufficiently standardized to provide a functional degree of educational coherence and administrative compatibility. Three general types of units have been contemplated: Intensive Unit I, Intensive Unit II, and Elective Units. During the current year Intensive Unit I in each Area of Concentration will be offered. Intensive Unit II and Elective Units may also be offered in subsequent years. The several Units which will be offered during the current year are described in the following pages.

CCTS 400 PERSONAL TRANSFORMATION: INTENSIVE UNIT I

Winter Quarter, 1976

9 QH Credit

Wednesday, 9:00 A.M. - 9:00 P.M.

Thursday, 9:00 A.M. - 12:00 Noon

Enrollment limited to 20

Philip A. Anderson

Professor of Pastoral Theology

Chicago Theological Seminary

Robert T. Sears, S.J.

Assistant Professor of Fundamental
Theology

Jesuit School of Theology in Chicago

Margaret H. Stearn

Minister

University Church of Disciples of
Christ, and

Co-Director

Porter Foundation, University of
Chicago

I. Nature of the Unit

Intensive Unit I is an in-depth experience in a learning-transforming community for students who wish to acquire intermediate levels of competence in helping individuals and face-to-face groups more fully to actualize their potential through multi-faceted growth models. It is envisioned that all students, regardless of their previous experience, can grow, try out new ways of behavior for enabling growth, teach others, explore new theories and be members of the community.

The Unit consists of one intensive quarter of involvement for which students will receive 9 QH (or 3 units) credit. With the approval of the respective institutions in which they are matriculated, students who are involved in the Unit may also enroll in one additional course which does not conflict with the regularly scheduled meetings of the Unit.

Intensive Unit I will fulfill prerequisites for the year-long Intensive Unit II in Personal Transformation which may be offered in 1976-77. Intensive Unit II will provide students with supervisory hours of credit toward membership in the American Association of Pastoral Counselors or the Association for Religion and Applied Behavioral Sciences; however, Intensive Unit I offers no supervisory hours of credit.

II. Aims of the Unit

The general aims of Intensive Unit I include the following:

- A. to assist students to develop a pastoral theological theory and research methodology relative to personal transformation which is grounded in the classical theological disciplines (Bible, history, ethics, and theology) and which is informed by dialogue with the history of the cure of souls, contemporary theory and practice in pastoral counseling and clinical pastoral education, and relevant secular disciplines;
- B. to assist students to acquire direct personal experience of selected modes of personal transformation; and
- C. to assist students to acquire appropriate levels of competence in the uses of various modes of personal transformation.

III. Structure of the Unit

There are three principal components in Intensive Unit I: a learning-transforming community, ministry placements, and try-out events.

A. A Learning-Transforming Community

The faculty and students will be members in a learning-transforming community. The process of building such a community will begin with a five-

day founding experience during January 5-9, 1976. The experience will be held in Green Bay, Wisconsin, at the modern Norbertine Abbey, where participants may enjoy private rooms, pool, sauna, and spacious acreage.

During this time group covenants for the quarter will be developed and theoretical and practical inputs will be organized. Individual student covenants, which will also be developed at this time, will include the identification of the specific personal and professional skills and theoretical understandings on which one wants to work during the quarter. With permission of the faculty member(s) involved, students may also design their individual covenants to include required work which they would normally be expected to complete through another course; upon fulfillment of their covenants to the satisfaction of the faculty member(s) students would have fulfilled all or part of the course requirement.

During subsequent weeks the total group will meet from 9:00 A.M. to 9:00 P.M. on Wednesdays and from 9:00-12:00 noon on Thursdays, possibly away from the Cluster. Sub-groups/learning teams will also work together at other times on common interests, projects, theories, skill training, and personal growth.

The learning-transforming community will be engaged in four continuing activities:

1. Acquiring and developing theory, content, and skills related to personal transformation.

The theoretical inputs and content on growth and change will be wide-ranging and will be dependent upon the covenants established by the individual members and/or group. Illustrative possibilities include: prayer, spiritual direction, meditation, Yoga, and demonology; theological understandings of grace, reconciliation, Christian community, confession, justification, redemption, and ethics; the meaning of biblical themes, experiences, and words in the context of personal transformation and contemporary life; the relationship between pietism and activism-- personal and social transformation; theories of personality and human development; the human potential movement, including Gestalt Therapy, Transactional Analysis, encounter, psychosynthesis, and bio-energetics; and therapeutic models such as psychoanalysis and ego-psychology.

2. Experiencing of one's own growth and of enabling others to grow, both within the community and in try-out with others outside.
3. Reflecting upon the experience and theory.
4. Evaluating the ongoing process and the life of the community.

Evaluative decisions will be agreed upon communally within the following general guidelines; a paper or project indicating integration of theory and skills, as well as self-evaluation, peer evaluation, and supervisory evaluation, will serve as bases for evaluation at the end of the Unit.

B. Ministry Placements

It is expected that all students will be involved in some form of ministry which provides leadership experience in personal transformation and that such involvement will be utilized in the Unit. Students without access to such involvements will be assisted to find appropriate placement during the quarter in which the Unit is offered. Students who desire to do so will also be assisted to find appropriate placement in the quarter preceding the Unit.

C. Try-out Events

In addition to the experiences of leadership which are expected of them within the Unit and within their respective placements, students will be provided opportunity to become team leaders with faculty members in designing, executing, and evaluating short-term personal transformation events for other persons and groups. Possibilities for try-outs may include such organizations, groups and occasions as the following: Cluster, churches, lay people, house church weekends, spiritual weekends, and experiential theology weekends.

IV. Admission to the Unit

Open to students (1) who have completed one or more years of theological education) (2) who have had some of the following experience and training (one or more quarters of Clinical Pastoral Education; laboratory experiences in small groups, personal growth, etc.; basic courses in personal counseling and group work); and (3) who have obtained the approval both of the school in which they are matriculated and of the Personal Transformation teaching team. Approval of the teaching team should be requested through an application form which may be obtained from the office of the registrar at each school. The application should be submitted to a member of the teaching team by November 21, 1975, after which students will be notified of their approval for admission.

All students who have obtained appropriate approval for admission **should register for the Unit** during the registration period which will be held at each school during the week of December 1-5, 1975.

After having registered, students will become part of the planning process for the Unit.

CCTS 420 SOCIAL TRANSFORMATION: INTENSIVE UNIT I

Fall Quarter, 1975 and
Winter Quarter, 1976
12 QH Credit
Thursday, 9:00 A.M. - 3:30 P.M.
Enrollment limited to 25

Robert Benne
Associate Professor of Church and
Society
Lutheran School of Theology at
Chicago
Richard M. Leliaert, O.S.C.
Assistant Professor of Doctrinal
Theology
Catholic Theological Union
Albert E. Pero
Instructor in Christian Education and
Constructive Theology
Lutheran School of Theology at
Chicago, and
Black Studies Coordinator
Chicago Cluster of Theological
Schools
Marjorie Tuite, O.P.
Coordinator of Ministerial Program
Jesuit School of Theology in Chicago

I. Nature of the Unit

Intensive Unit I is designed for upper level students who wish to acquire further competence in assisting organizations and institutions to become increasingly effective in ministering to persons in the light of Judeo-Christian

values. It is intended both for those who are equipping themselves for ministries with the church as the object and agent of social change and for those who are preparing for service in agencies of social change other than the church.

The Unit consists of a two-quarter sequence of involvement for which students will receive 12 QH (or 4 units) credit. Credit will be granted only upon successful completion of the full sequence. With the approval of the institutions in which they are matriculated, students who are involved in the Unit may also enroll in one or two additional courses each quarter.

II. Aims of the Unit

The general aims of Intensive Unit I include the following:

- A. to assist students to develop an understanding of the interrelationships between Christian faith and the ministry of social transformation, especially as these are clarified through the insights of biblical, historical, ethical, and theological disciplines;
- B. to assist students to develop an understanding of the interrelationships between social scientific disciplines and the strategy and tactics of social action;
- C. to assist students to understand the ways in which one's own intrapsychic and interpersonal relationships affect a ministry of social change, especially as these are illumined within a context of mutual support and criticism; and
- D. to assist students to become insightful and responsible participants in ministries of social change within church and community.

III. Structure of the Unit

There are three principal components in Intensive Unit I: theoretical presentations, supervised ministry placements, and an integrative seminar.

A. Theoretical Presentations

The theoretical presentations will deal with four general areas and their interrelationships; tactics and strategy for social change; social theory and voluntary associations; the Bible, theology, and social change; and historical and ethical analysis of the role of the church in relation to social issues in America.

B. Supervised Ministry Placements

Each student will be involved in a ministry of social transformation either in a church or in a secular institution, agency or movement which aims at social change. Placements are intended to enable students to move from observation, through participation, to the assumption of significant responsibility. Supervision and evaluation of student activities in the field will be established as part of a contract agreement with the staff early in the Fall Quarter.

In addition to churches placement possibilities include the following: educational institutions (public, private, and alternative schools and colleges and universities); private and governmental agencies concerned with mental health, medical care, racial justice, women's rights, welfare, and housing; penal institutions and agencies related to the criminal justice system; community organizations, financial and investment institutions; the Alliance to End Repression, etc.

C. The Integrative Seminar

Efforts will be made to relate the learnings acquired in the respective theoretical presentations and in the supervised ministry placements to one another in the integrative seminar. These efforts, in which the full teaching

team and all students will participate, will include the development of wholistic understandings of the ideological, institutional, interpersonal and intrapsychic factors which are facilitating or hindering social change in the students' respective placements.

Project-reports indicating integration of theoretical and practical data as well as evidence of students' ability to function as insightful and responsible participants in ministries of social transformation will serve as bases for evaluation at the end of the Unit.

It is anticipated that students' involvement in the program during the two quarters will average between 15 and 20 hours per week, including class time, study, and ministry responsibilities.

IV. Admission

Open to students who have completed two or more years of theological education and who have obtained the approval of the school in which they are matriculated.

Open also to others with backgrounds in theological and sociological disciplines and/or in social change experience who have completed one year of theological education and who have also obtained the approval both of the school in which they are matriculated and of the Social Transformation teaching team. Approval of the teaching team should be requested through an application form which may be obtained from the office of the registrar at each school. The application should be submitted to a member of the teaching team prior to the completion of one's registration.

All students who have obtained appropriate approval for admission may register at either of the following times: (1) at the time of their school's Spring pre-registration period for Fall quarter courses or (2) at the time of their school's Fall registration period for Fall courses--September 22-26, 1975.

CCTS 440 CELEBRATION: INTENSIVE UNIT I

Winter Quarter, 1976

9 QH Credit

Monday, 3:00 - 9:00 P.M.

Thursday, 9:00 A.M. - 4:00 P.M.

Enrollment limited to 20

Wilhelm C. Linss

Professor of New Testament

Lutheran School of Theology at
Chicago

Oscar J. Miller, C.M.

Professor of Communications and
Homiletics

DeAndreis Seminary

Ross Snyder

Professor of Religious Education
Chicago Theological Seminary

Jeremiah A. Wright, Jr.

Pastor

Trinity United Church of Christ,
Chicago

Henry J. Piacitelli, C.M.

Director of Training in Pastoral
Works

DeAndreis Seminary

I. Intensive Unit I is an experience in a learning-celebrating community for the

advanced student who wishes to become an ARTIST-INTERPRETER-INSTIGATOR of religious celebration. The phrase "artist-interpreter-instigator" indicates that the objectives of the Unit go beyond assisting the student to acquire the ability to function as leader of public worship which is characteristically expected of all ministers. The phrase "religious celebration" includes both the traditional forms of worship and also paraliturgical and other forms of communal celebration in the Judeo-Christian tradition.

The Unit consists of one intensive quarter of involvement for which students will receive 9 QH (or 3 units) credit. With the approval of the respective institutions in which they are matriculated, students who are involved in the Unit may also enroll in one additional course which does not conflict with the regularly-scheduled meetings of the Unit.

II. Aims of the Unit

The general aim of Intensive Unit I is to assist the student to engage in the crucial acts of becoming/growing as an artist-interpreter-instigator, *viz.*:

- A. to experience and comprehend how communal celebration bursts out of a people from the events of their common life, and from intensive lived moments of individual persons;
- B. to experience communal celebration as a mobilization of expressive arts and spontaneity; and
- C. to learn to share in the common experience and felt understandings of an actual people, especially the People of God, in such a way as to enable them to transform their lived moments into communal symbol and fresh communal celebration.

III. Structure of the Unit

There are four principal strands in Intensive Unit I: expressive arts, basic theory of celebration, clinical experience, and reflection and evaluation. The ministerial preparation of the student will be integrated in terms of these strands through the use of various theological and non-theological disciplines and various educational methodologies.

A. Expressive Arts

The expressive arts will engage and be engaged by the community through two related avenues: a Creative Expression Workshop and an Expressive Arts Seminar.

1. Creative Expression Workshop

The faculty and students will be members in a learning-celebrating community. The process of building such a community will be initiated with a five-day founding event at a non-Cluster site during January 5-9, 1976. The founding event will include a Creative Expression Workshop, which will begin with an intensive exposure to some basic human experience (e.g., joy, pain, loneliness, hope, grief, etc.). Members of the community will then express this experience in significant art forms and experience how other artists have expressed it.

2. Expressive Arts Seminar

During subsequent weeks the community will meet weekly on Thursday morning in an Expressive Arts Seminar in which members will share and possess each other's "mini-celebrations" and the work of representative artists. In this seminar members will work with various forms of expressive art in accord with their ability, e.g., drama, dance, music, painting, sculpture, song, celebrative preaching, photography,

oral interpretation, creative writing, communications media, and staging environment.

B. Basic Theory of Celebration

Members of the community will meet weekly on Thursday afternoon to lay solid theoretical foundations for celebration. Other resource persons will be utilized periodically. Areas of study include the phenomenology of celebration, symbolism and celebration, analysis of classic/contemporary examples of celebration, and structure and design of celebration.

C. Clinical Experience

Each student will be involved with a group outside the Cluster schools for the purpose of:

1. Witnessing the process by which lived moments come to peak expression in celebration in the group (first month), and
2. Developing-teaching them to move further in celebration experience and life-style (last two months).

D. Reflection and Evaluation

The community will meet weekly on Monday afternoon and evening to engage in reflection and evaluation of their experiences and further development of their abilities as instigators of celebration.

A project-report indicating integration of celebration theory and skills, as well as members' development as artists-interpreters-instigators of religious celebration within the community and within the non-Cluster groups with which they have worked will be assessed through self-evaluation, peer evaluation, and supervisory evaluation at the end of the Unit.

IV. Admission

Open to students who have completed two or more years of theological education and who have obtained the approval of the school in which they are matriculated.

Open also to students (1) who have completed one year of theological education; (2) who have some of the following experiences and education (at least minimal ability-experience in an area of expressive arts, two or more courses in the general field of celebration, and adequate experience in actual situations of celebration); and (3) who have also obtained the approval both of the school in which they are matriculated and of the Celebration teaching team. Approval of the teaching team should be requested through an application form which may be obtained from the office of the registrar at each school. The application should be submitted to a member of the teaching team by November 21, 1975, after which students will be notified of their approval for admission.

All students who have obtained appropriate approval for admission should register for the Unit during the registration period which will be held at each school during the week of December 1-5, 1975.

CCTS 460 CROSS-CULTURAL COMMUNICATION: INTENSIVE UNIT I

Spring Quarter, 1976

9 QH Credit

Monday, 9:00 A.M. - 4:00 P.M.

Wednesday, 3:00 - 9:30 P.M.

Enrollment limited to 20

John Boberg, S.V.D.

Assistant Professor of Mission
Theology

Catholic Theological Union

Helmut H. Loiskandl, S.V.D.

Visiting Professor of Anthropology
Catholic Theological Union

Richard P. Poethig

Director

Institute on the Church in Urban-
Industrial Society, and

Professorial Lecturer in Church and
Industrial Society

McCormick Theological Seminary

Carl S. Dudley

Associate Professor of Ministry

McCormick Theological Seminary

I. Rationale

The Church is at the threshold of a new era. The growing thrust toward unity on the economic and political planes, the deeper realization of cultural pluralism within that unity, and the greater involvement in the struggle for human dignity have all given new thrust and direction to the Church's task in the world today.

The global scope and character of the problems demand an equal response. It is of the greatest importance that Christians of diverse national, racial, class and theological backgrounds, perspective and commitments find ways to listen to and learn from one another. If American theological education is to make creative contributions to such issues as racism, the use and distribution of the world's wealth and resources, the struggles for human liberation and the development of societal structures which are more open and just, it must do so as a community which has learned to reflect and act in an international context.

For some the response will go further. They desire to be persons of dialogue, to live a precarious existence between different cultural worlds. They aim to spend their lives, or part of them, with people of another culture, discovering ways to think and work together in Christ about the fundamental problems which confront the entire human family in relation to peace, justice and survival.

II. Nature of the Unit

The concentration has a double major thrust which will serve the needs and goals of a wide variety of students. On the one hand, it will give high priority to those students who desire to work or study in another cultural environment and will help them acquire beginning levels of competence for effective communication in cultures and subcultures other than their own.

At the same time, the concentration will provide a wider range of students the opportunity to experience in a unique way the cultural assumptions and limits of their theological thinking, and to lay the foundation for a broader international, interracial and ecumenical understanding, concern and commitment both in their theological education as well as in their further ministry.

III. Aims of the Unit

The general aims of Intensive Unit I include the following:

- A. to sensitize students to the diversity of cultural expression;
- B. to assist students to develop skills in the analysis of culture and communication and to acquire a beginning competence in cross-cultural communication;
- C. to lay a foundation for students' understanding of, concern for, and cooperation in issues of international scope and character;
- D. to help students to interpret their experience to the wider Church in order to contribute to an international perspective on mission and ministry.

IV. Structure of the Unit

There are three principal components in Intensive Unit I: basic theory of culture and communication, field placements, integrative discussions ("debriefings").

A. Basic Theory (Four weeks: March 29-April 23)

The theoretical presentations will focus on such matters as understanding the ways in which cultural factors influence experiencing and symbolization, thereby influencing the ways in which communication is given and received; understanding the nature of any culture through a representative examination of selected contrasting cultures and sub-cultures in the light of cultural anthropological perspectives; understanding the theological issues involved in the cultural conditioning of all experience and symbolization; understanding the nature of the communication process from theological, psychological and sociological perspectives; and understanding what it means theologically to communicate the meaning of the Christian faith.

Such understanding will be addressed through the following topics:

- 1. Culture: Nature and Origin; Enculturation--Ethnocentrism--Prejudice; Culture Dynamics: Persistence and Change
- 2. My Culture: Historical Background; Common Characteristics
- 3. Communication Theory: Verbal--dialogue; Non-verbal
- 4. Obstacles to Communication: Historical; Cultural
- 5. Communication of the Gospel:
 - A. Why: Theology of Mission
 - B. How: Evangelization: Dialogue (Religious); Witness; Worship
- 6. Global Awareness: Peace and Justice; Population Growth; Development
- 7. Introduction to specific cultures of field placements.

B. Field Placements (Three weeks: April 26-May 14)

The field placement is an integral part of the Unit. It is designed to offer students an opportunity to practice and develop skills and to test theories of cross-cultural communication in an authentic or simulated cross-cultural life situation.

During the 1976 Spring term, the type of field placement especially recommended will be a three-week intensive "live-in" experience. Other types of field placement will be available to those who are able to commit themselves to some specific cross-cultural situation for at least two academic quarters. These latter placements would continue throughout the Spring quarter, but with greater intensity during April 26-May 14.

Various field placements will be available between April 26 and May 14. Separate descriptions of these field placements are available on request. The following are representative:

- 1. Puerto Rican: on location in Puerto Rico

2. Chicano-Indian: on location in rural New Mexico

3. Latino: in Chicago area

4. Black: in Chicago area

All field placements are intended to embody the following features:

1. an intensive community live-in experience in a cross-cultural situation;

2. an opportunity for the practice of cross-cultural skills;

3. planned supervision and guidance;

4. availability of a peer group, reflector group or other support group

C. Integrative Discussions (Two weeks: May 17-28)

Following the three-weeks of intensive field placement, students will engage in a two-week, post-field "de-briefing" period during which their cross-cultural field experiences will be reported on, analyzed and critically evaluated from the standpoint of personal learning and growth. Every student will be expected to have kept a complete diary (log) of field experiences.

A clear expectation of the "de-briefing" period is that all students will evaluate and process their field experience in such a way as to make concrete plans for application in terms of ministry. These plans may be of an interpretative or vocational nature.

V. Admission to the Unit

Open to students who have completed one or more years of theological education and who have obtained the approval of the school in which they are matriculated.

All students who have obtained appropriate approval for admission should register for the Unit during the registration period which will be held at each school during the week of February 23-27, 1976.

CCTS 480 INTERPRETATION AND COMMUNICATION:
TEACHING: INTENSIVE UNIT I

Winter and Spring Quarter, 1976

9 QH Credit

Thursday, 10:00 A.M. - 3:00 P.M.

Enrollment limited to 20

Eugene A. Mainelli, O.P.

Supervisor

Center for Studies in Religious
Education

Theodore C. Ross, S.J.

Assistant Professor of Historical
Theology

Jesuit School of Theology in Chicago

Graydon F. Snyder

Professor of Biblical Studies
Bethany Theological Seminary

Ann B. Rathbun

Director of Clinical Studies
Chicago Theological Seminary

I. Nature of Unit

Intensive Unit I is designed for advanced students who wish to become increasingly competent in (1) understanding and integrating basic orientations to the substance and style(s) of interpreting and communicating Christian faith which are operative in their own life situations and in those of representative groups with whom the church engages in ministry; (2) interpreting in their historical and contemporary contexts selected dimensions of the

Judeo-Christian tradition and the modern world which are relevant to such life situations; and (3) communicating, and assisting others to communicate, effectively through teaching in the light of such understandings and interpretive abilities. The concentration is intended to be of value to students who plan to engage in a variety of teaching ministries, e.g. in local churches as pastors or directors of educational programs; in public or parochial schools as teachers or supervisors of teachers; in institutions of higher education as campus ministers or professors; and in organizations and agencies of various kinds as educational consultants.

The Unit consists of a two-quarter sequence of involvement for which students will receive 9 QH (or 3 units) credit. Credit will be granted only upon successful completion of the full sequence. With the approval of the respective institutions in which they are matriculated, students who are involved in the Unit may also enroll in two or three additional courses each quarter.

II. Aims of the Unit

The General aims of the Unit include the following:

- A. to assist students to enhance their understandings of the nature and dimensions of the hermeneutical task in relation to the life situations of people, to the contemporary world, and to the Judeo-Christian tradition in light of pertinent philosophical, theological, scientific and artistic perspectives;
- B. to assist students to develop a growing understanding and appreciation of the predicaments and possibilities which characterize the life situations of individuals and groups, of the resources of the Judeo-Christian tradition and of other sources of insight which are relevant to such predicaments and possibilities, and of the teaching-learning theories and methods which may be employed to relate these resources to the human predicaments and possibilities;
- C. to enable students to function effectively and collegially in enhancing specific ministries of interpretation and communication through teaching, and in assisting others to function in similar manner;
- D. to assist students to integrate their understandings of the substance and style(s) which are appropriate to the relevant interpretation and communication of Christian faith in relation to human predicaments and possibilities with their personal and professional self-understanding and functioning.

III. Structure of the Unit

There are three components in Intensive Unit I: an interpretive seminar, supervised ministry placements, and an integrative seminar.

A. Interpretive Seminar

In the interpretive seminar students and faculty will collegially develop teaching-learning activities and, as deemed appropriate, covenants which bring their several unique concerns and competencies to bear upon the achievement of the general aims of the Unit -- particularly those represented in A and B above. However, in order to insure the availability of certain teaching-learning activities and resources which participants may choose to employ but which could not with certainty be developed after the Unit has begun, the teaching team has taken the initiative to develop two broad sets of complementary options (and their correlative networks of resources) which will be discussed fully by all Unit participants before final decisions are made regarding their adoption and implementation.

If the first broad option is adopted and implemented, early in the Unit

students will be assisted by the teaching team to acquire familiarity with and experience in employing fundamental principles and methods of identifying, analyzing, and evaluating basic orientations to the substance and style of interpreting and communicating Christian faith through teaching. Special attention may be given to acquiring such familiarity and experience through an exploration of how these orientations are embodied, for example, by Unit participants, by persons or periods of historic significance in participants' denominations and/or other groups, and by certain contemporary Chicagoland churches of various denominations and races. In carrying out such explorations through several observation visits to the selected churches, whose ministries are characterized by unique creativities, consistencies, or constituencies, students will be assisted by local clergy and laity in identifying, analyzing, and evaluating their respective orientations to content and method of interpretation and communication of Christian faith through teaching.

B. Supervised Ministry Placements

The supervised ministry placements are designed to foster collegial realization of the several general aims of the Unit -- especially that represented in C above.

If the second of the previously-mentioned broad options which have been developed by the teaching team is adopted and implemented, student teams (comprised of several members each) will be assisted to negotiate placements in settings in which they will serve for the two quarters of the Unit. For most student teams, it is anticipated that such placement will be in a local church (or ecumenical and interracial cluster of churches) in the vicinity of Hyde Park or Oakbrook-Lemont.

It is not contemplated that student teams will be assigned to provide staff leadership for existing educational programs of the church/cluster. Rather, team members will serve as educational resource persons or consultants, together with clergy and laity in the respective settings, in a joint endeavor to identify and to assess the effectiveness of the orientation(s) to the substance and style of interpreting and communicating Christian faith which are currently employed in selected teaching-learning situations; to identify critical needs which can be addressed through enhancing the substance and style of such interpretation and communication; to design one or more significant teaching-learning events to address such needs; and to provide appropriate leadership and/or direction in carrying out such event(s). The number of such events to be designed and led or directed by each student team will be determined by consultation among the student team, the teaching team, and the church/cluster representatives.

As their respective schedules permit, and as the respective placement situations indicate, members of the teaching team will participate on location with student teams in carrying out the foregoing functions. However, it is expected that during the course of the Unit a member of the teaching team will participate appropriately in such functions in relation to at least one of each student teams' teaching-learning events.

Through consultative and supervisory relationships with student peers, faculty, and church/cluster clergy and laity, student team members will have opportunity to develop skills in evaluating process, product, and program dimensions of their collective experience. Such dimensions may include, respectively, (1) assessment at periodic intervals of the planning and interaction among themselves and between themselves and those with whom they are involved in the respective placement settings; (2)

assessment upon their successive completion of the respective teaching-learning events; and (3) assessment upon its completion of the contributions of the Unit-as-a-whole to the equipping of students for interpretive and communicative ministries through teaching and also to the enhancing of the respective churches'/clusters' ministries of this kind.

Students who wish to explore the possibility of a *year-long* placement in a setting appropriate to the Unit, or who wish to explore the possibility of a *non-church* placement during the Unit should contact the teaching team early in the Fall quarter.

C. Integrative Seminar

In the integrative seminar students will have opportunity to pursue realization of the several general aims of the course -- particularly that represented in item D above. More specifically, it will provide occasion for students to engage in processes of further unifying conceptual, emotional, and behavioral dimensions of experience which bear upon the development of their personal and professional self-understandings and competencies as interpreters and communicators of Christian faith through teaching. By such means as may commend themselves to Unit participants, effort will be made to draw together experiences in the integrative seminar (including observation visits to selected churches) and in the respective placement settings. Among such possible means is student utilization of the teaching team as resource persons and consultants in planning, implementing, and evaluating the teaching-learning event(s) in which the several teams are involved in their respective placement settings. Case studies, audio and video recordings, and individual and team evaluation procedures such as those noted earlier will also be available to provide constructive feedback and guidance from a variety of complementary perspectives for continuing development and integration.

IV. Admission to the Unit

Open to students who have completed two or more years of theological education and who have obtained the approval of the school in which they are matriculated.

Open also to students with backgrounds in theological and educational disciplines and/or with teaching experience who have completed one year of theological education and who have obtained the approval both of the school in which they are matriculated and of the Interpretation and Communication teaching team. Approval of the teaching team should be requested through an application form which may be obtained from the office of the registrar at each school. The application should be submitted to a member of the teaching team by November 21, 1975, after which students will be notified of their approval for admission.

All students who have obtained appropriate approval for admission **should register for the Unit** during the registration period which will be held at each school during the week of December 1-5, 1975.

CLUSTER COURSES OF COOPERATIVE INSTRUCTION

In addition to the previously-described Areas of Concentration, the Cluster also offers team-taught courses which draw in an integrative, but less intensive, manner upon the resources of its member schools and the metropolitan Chicago area. These courses involve ecumenical and, frequently, interdisciplinary teaching teams, and are characterized by concern for students' personal-professional development and by concern to draw imaginatively upon the resources of significant persons, programs, and settings in metropolitan Chicago.

Such courses are especially designed to enable students to experience the enriching and stimulating give-and-take of dialogue and service in various ecumenical contexts without requiring the larger investment of time and commitment which are necessitated by the Cluster Areas of Concentration.

Admission is open to students through the regular cross-registration procedures which are operative among the Cluster schools.

1975-76 Courses of Cooperative Instruction*

CCTS 490A, B, C (4 each quarter)

Ministry Laboratory: Religion and Health

This seminar will be devoted to exploring issues of religion and health as they are found in dialogue with our contextual experience of ministerial praxis in pastoral visitation and care at Illinois Central Community Hospital. This year-long course may be taken for one or more quarters, as a student desires. Students will be assigned to rotating services (medical, surgical, etc.) in the hospital, and will spend approximately three to four hours weekly engaged in pastoral care in the hospital. There will also be a weekly two-hour reflection seminar led by the course faculty. In addition, students will be involved in appropriate hospital events, including a general orientation period, participation in patient-centered conferences with other health care professionals, auditing of grand rounds, and participation in general in-service and continuing education programs as seems appropriate to the interest of both students and hospital staff. Students will also prepare contact-reports and have an opportunity to conduct chapel services in the hospital. Reflection Seminar meets Friday, 3-5 pm; Patient-Centered Conferences usually meet Friday 1-3 p.m. An all-day orientation session (9 am - 4 pm) will be held the first Friday of each quarter: Fall, October 3; Winter, January 9; Spring, April 2. Course will meet at Illinois Central Community Hospital, Classroom 16,

5800 S. Stony Island Ave., Chicago. Enrollment limited to 8 students; admission only by approval of instructors.

F 1-5 + Lab

Fall/Winter/Spring

George A. Fichette

Supervisory Resident, Department of
Pastoral Care and Education
Rush-Presbyterian-St. Luke's Medical
Center

Carl D. Schneider

Assistant Professor of Religion and
Personality
Meadville/Lombard Theological School

John W. Stettner

Professor of Pastoral Care and Counseling
McCormick Theological Seminary

John-Daniel P. Mendes

Director, Department of Hospital Education
Illinois Central Community Hospital

CCTS 495

Religious Experience, Spirituality, Spiritual Growth

This course explores how some important spiritual writers of the Roman Catholic and Baptist traditions deal with man's relationship with God and how one can arrive at a deeper experience of God. Religious experience will be explored starting from C. Meyer's *The Touch of God*. "Holiness" and "progress" will be studied in the light of personal growth, especially from the notion of the symbolic as outlined in C. A. Bernard, *Initiation au lan-*

* Unless indicated in parenthesis following the course number, courses are offered for 3 quarter hours credit.

guage symbolique. Requirements: comparison between traditional and contemporary work on spirituality; study journal or major paper and project. Initial session at CTU.

TBA

Winter

Damien Isabell, O.F.M.

Assistant Professor of Spiritual Theology
Catholic Theological Union

Lynn R. Buzzard

Assistant Professor of Ministry
Northern Baptist Theological Seminary

CCTS 472

Communicating The Gospel in a Scientific Age

In this course the following goals will guide the study: (1) to introduce students to theologies and theologians which seek explicitly to address the contemporary scientific and technological worldview; (2) to acquaint students with basic work in philosophy of science and theological methodology which are relevant to such theological address; and (3) to assist students who are already familiar with matters represented by goals (1) and (2) further to advance their understandings in these and/or related areas. In approaching such goals two methods will be emphasized: (1) individual tutorial sessions which will help the student to advance at his/her own pace, to deal with new perspectives and to prepare a research paper; and (2) seminar sessions which will deal with readings corresponding to the first two goals mentioned above. Readings in theology may include issues such as those raised in Peacock's *Science and the Christian Experiment*, Teilhard de Chardin's *Phenomenon of Man*, Cobb's *A Christian Natural Theology*, as well as those dealt with in Gilkey's *Religion and the Scientific Future*, Barbour's *Issues in Science and Religion*, Kuhn's *The Structure of Scientific Revolutions*, and Margenau's *Open Vistas*. Prerequisite: at least two courses in systematic or philosophical theology, and approval of the convenors. Scientific background helpful but not necessary. Initial session at LSTC.

Th 2-5

Winter

Philip J. Hefner

Professor of Systematic Theology
Lutheran School of Theology at Chicago

Ralph W. Burhoe

Director
Center for Advanced Study in Religion and Science

CCTS 572

Advanced Seminar in Theology and the Sciences

The seminar is designed as a forum for papers by theological and scientific faculty and advanced students. It seeks to move toward a theology which is solidly grounded in the best of today's scientific understandings and which at the same time may be dynamic in eliciting religious feelings and behavior characteristic of the best Christian tradition whereby persons are led to appreciate the reality of God's sovereignty and grace which are manifest in enviroing nature and in human form, and to find thereby a new meaning, hope, sense of duty, and beatific perspective in God's realm. For remainder of course description consult p. 62.

Th 7-10 pm

Spring

Ralph W. Burhoe

Director

Center for Advanced Study in Religion
and Science

Philip J. Hefner

Professor of Systematic Theology
Lutheran School of Theology at Chicago
Other Theological Faculty and Scientists

CCTS 489 (4)

The Church's Peace Ministry: Issues and Perspectives

What can the churches contribute to world peace? What understandings of world peace might guide religious thought and action toward a world without war? What theological and political standards are involved in setting limits and determining priorities for peace activities? How can the concern for world peace become a regular part of ministry at every level of church life? Eight Chicago-area seminary faculty including the instructors of this course have met regularly as the curriculum development task force of the World Without War Council--Midwest to design an experimental course addressing these questions. The course is expected to treat such topics as: the global political conditions for peace; the means and limits of citizen action for peace in the United States, with special emphasis on the role of the churches; and the theological bases for, and meanings of, the issues of global politics and citizen action. Class sessions will be held at North Park Theological Seminary, 5125 N. Spaulding Avenue, Chicago.

Th 3:30-6 pm

Spring

Donald F. Durnbaugh

Professor of Church History
Bethany Theological Seminary

Lowell W. Livezey

Executive Director
World Without War Council -- Midwest

F. Burton Nelson

Professor of Theology and Ethics
North Park Theological Seminary

Tyler Thompson

Professor of Philosophy of Religion
Garrett-Evangelical Theological Seminary

CCTS 491

Grief, Death and Dying

A study will be made of the person's relation to his/her own death: a typology of attitudes toward dying, theories of progression through different attitudes, and the right of the person to die with dignity. Exploration will be made of the students' attitudes toward dying, and toward the dying person. If it is possible to arrange contacts, students will have opportunities to visit with, learn to know, and offer pastoral care and counseling to a person or persons nearing death. Sessions held at BTS and NBTS.

Th 1:10-5

Spring

David Augsberger

Professor of Pastoral Psychology and
Counseling
Northern Baptist Theological Seminary

Byron P. Royer

Professor of Pastoral Psychology
Bethany Theological Seminary

CCTS 501 (2)

Symposium on Psychology and Religion

The course will be different each time it is offered, as it will focus on some persons, topics, or issue of current interest in the broad fields of psychology and religion. Instructors from various schools, experts on pertinent subjects, or representatives of other religious groups may be involved. The particular focus for the course will be announced at least one quarter in advance. Initial session at LSTC.

W 2-3:50

Spring

John W. Stettner

Professor of Pastoral Care and Counseling
McCormick Theological Seminary

Cluster Pastoral Care Faculty

CLUSTER DAY COURSES

A continuing concern of the Cluster is to enrich the teaching-learning experiences of students and faculty from each of its member institutions. The Cluster therefore seeks to enable students to have increased access to outstanding teachers and courses and to groups of students which they would otherwise be unlikely to encounter. The Cluster likewise seeks to enable faculty members to participate in rewarding teaching relationships with students and colleagues who represent traditions and perspectives not customarily encountered in their own institutions.

A special curricular structure, known as "Cluster Day," has been created to encourage and facilitate such interchange, especially between urban and suburban member schools. During each quarter, usually on Thursday, several outstanding electives which are representative of various disciplines and heritages in the Cluster are offered at locations which constitute an equitable distribution of travel time among the participating students. Each course is scheduled to meet only once a week and to avoid rush-hour traffic. The first session of each course is held on the campus of the designated instructor. Thereafter the number of students enrolled from the respective seminaries provides the basis upon which each class will work out an equitable determination regarding the location and number of future weekly sessions. Such a principle of operation permits the scheduling of each Cluster Day course to be highly responsive to the level of interest and initiative of students from the respective schools.

Enrollment in all Cluster Day courses is open to students through the regular cross-registration procedures which are operative among the Cluster schools.

1975-76 Cluster Day Courses*

FALL

BTS C-473

Mass Communication, Society and the Church

An analysis of contemporary media as art forms and social commentary and influence, and an exploration of the implications of this communication revolution for the church's education, worship and mission. Areas for investigation include theory, theology, creativity, effects, strategies, ethics, and controls of radio, television, film, print, advertising, public opinion and polls. Course approaches include seminars, conferences, productions and field trips. The class will participate in the day-long conference on the Religious Use of Cable-TV to be sponsored by the Cluster and the Midwest Religious Broadcast Council on Thursday, November 13 at LSTC. Initial session at BTS.

Th 9:30-12

Fall

LeRoy E. Kennel

Professor of Communications

Bethany Theological Seminary

LSTC PR 420

Christianity and Tragedy

A seminar which probes the relationship between a tragic sense and vision of life and a Christian one, and the bearing of this relationship on theological understanding and Christian proclamation. Basic readings are dramatic works of tragedy and selected sermons of Paul Tillich. Limited enrollment, admission only by approval of instructor. Initial session at LSTC.

Th 2-4:30

Fall

Morris J. Niedenthal

Associate Professor of Functional Theology

Lutheran School of Theology at Chicago

WINTER

CCTS 472

Communicating the Gospel in a Scientific Age

In this course the following goals will guide the study: (1) to introduce students to theologies and theologians which seek explicitly to address the contemporary scientific and technological worldview; (2) to acquaint students with basic work in philosophy of science and theological methodology which are relevant to

* Unless indicated in parenthesis following the course number, courses are offered for 3 quarter hours credit.

such theological address; and (3) to assist students who are already familiar with matters represented by goals (1) and (2) further to advance their understandings in these and/or related areas. In approaching such goals two methods will be emphasized: (1) individual tutorial sessions which will help the student to advance at his/her own pace, to deal with new perspectives, and to prepare a research paper; and (2) seminar sessions which will deal with readings corresponding to the first two goals mentioned above. Readings in theology may include issues such as those raised in Peacock's *Science and the Christian Experiment*, Teilhard de Chardin's *Phenomenon of Man*, Cobb's *A Christian Natural Theology*, as well as those dealt with in Gilkey's *Religion and the Scientific Future*, Barbour's *Issues in Science and Religion*, Kuhn's *The Structure of Scientific Revolutions*, and Margenau's *Open Vistas*. Prerequisite: at least two courses in systematic or philosophical theology, and approval of the convenors. Scientific background helpful but not necessary. Initial session at LSTC.

Th 2-5 Winter

Philip J. Hefner

Professor of Systematic Theology

Lutheran School of Theology at Chicago

Ralph W. Burhoe

Director

Center for Advanced Study in Religion and Science

CCTS 495

Religious Experience, Spirituality, Spiritual Growth

This course explores how some important spiritual writers of the Roman Catholic and Baptist traditions deal with man's relationship with God and how one can arrive at a deeper experience of God. Religious experience will be explored starting from C. Meyer's *The Touch of God*. "Holiness" and "progress" will be studied in the light of personal growth, especially from the notion of the symbolic as outlined in C. A. Bernard, *Initiation au langage symbolique*. Requirements: comparison between traditional and contemporary work on spirituality; study journal or major paper and project. Initial session at CTU.

TBAN Winter

Damien Isabell, O.F.M.

Assistant Professor of Spiritual Theology

Catholic Theological Union

Lynn R. Buzzard

Assistant Professor of Ministry

Northern Baptist Theological Seminary

SPRING

CTS CH 393

Women in the Protestant Tradition: Historical Sketches

A look at the active role of women in the history of Protestantism through autobiography and biography. Particular emphasis will be placed upon significant American women. Initial session at CTS.

Th 2-5 Spring

Barbara B. Zikmund

Assistant Professor of Church History

Chicago Theological Seminary

CCTS 572

Advanced Seminar in Theology and Sciences

The seminar is designed as a forum for papers by theological and scientific faculty and advanced students. It seeks to move toward a theology which is solidly grounded in the best of today's scientific understandings and which at the same time may be dynamic in eliciting religious feelings and behavior characteristic of the best Christian tradition whereby persons are led to appreciate the reality of God's sovereignty and grace which are manifest in enviroing nature and in human form, and to find thereby a new meaning, hope, sense of duty, and beatific perspective in God's realm. For remainder of course description consult p. 62.

Th 7-10 pm Spring

Ralph W. Burhoe

Director

Center for Advanced Study in Religion and Science

Philip J. Hefner

Professor of Systematic Theology

Lutheran School of Theology at Chicago

Other Theological Faculty and Scientists

CCTS 501 (2)

Symposium on Psychology and Religion

The course will be different each time it is offered, as it will focus on some persons, topics, or issue of current interest in the broad fields of psychology and religion. Instructors from various schools, experts on pertinent subjects, or representatives of other religious groups may be involved. The particular focus for the course will be announced at least one quarter in advance. Initial session at LSTC.

W 2-3:50 Spring

John W. Stettner

Professor of Pastoral Care and Counseling

McCormick Theological Seminary

Cluster Pastoral Care Faculty

CLUSTER BLACK STUDIES

The Cluster endeavors to strengthen and to stimulate initiatives on the part of its member institutions to the issues posed for theological education and ministry by the experiences and perspectives of Blacks. An important structural expression of this endeavor is the Cluster Black Studies Committee. With staff support from the Cluster Black Studies Coordinator, the Committee exercises such leadership functions as the following: (1) to assist Blacks of the Cluster in articulating their concerns and to assist Cluster institutions in addressing such concerns; (2) to design strategies for incorporating issues raised by the experiences and perspectives of Blacks into the mainstream of the consciousness and curricula of the several institutions; (3) to plan activities which educate members of the Cluster community regarding the nature and effects of racism and of ways in which it may be effectively overcome; (4) and to facilitate the development of resources to fund and staff such enterprises as the foregoing.

Approximately 54 Black students are pursuing studies in Cluster schools.

The several Cluster institutions engage the following Black faculty, who represent the indicated areas of expertise:

Colvin Blanford	(NBTS), Black Studies and Urban Church
Meinrad P. Hebga	(JSTC), Fundamental Theology
James C. May	(NBTS), Black Studies and Urban Church
Albert E. Pero	(BTS, CTS, CTU, DeAn, LSTC), Christian Education and Constructive Theology
C. Shelby Rooks	(CTS) Ministry
Jeremiah A. Wright, Jr.	(CCTS), Liturgy and Worship

1975-76 Courses Related to Black Studies*

CTS CM 305 (1½)

Ministry in the Black Church

An examination of the role and function of the Black minister in the U.S., including varieties of ministry and differences in style among them.

Rooks M 3:30-5 Fall

CTS TEC 445 (1½)

Seminar in Contemporary Black Authors in Religion

Reading and discussion of selected authors, the authors to be announced.

Rooks M 3:30-5 Winter

CTS TEC 413

CTU HDS 413

Correlating Christian Theology and Social Sciences

A careful examination and evaluation of the possible mutual interaction between the social sciences and Christian theology, using illustrations from indigenous developments among Afro-Americans and depicting through such an analysis how the social disciplines can make a contribution to the principles of Christian theology. Special attention given to equipping

persons with principles of methodological rationality for the correlation process. Readings, discussions, lectures, projects. Class sessions held at CTS.

Pero M 9-12 Winter

JSTC DIVN 468

Christianity: A Western or Universal Religion?

A tentative approach to Christianity from a viewpoint other than Western philosophy to answer the question: is Christianity a decadent Western religion or a dynamic universal religion? Format and requirements to be determined.

Hebga TBAn Winter

LSTC RE 425

Global Consistentization and its Effects on

Religious Education Relative to the Black Community

A careful study and evaluation of a pedagogical process by which a person or a people gain a new awareness of their own reality, the forces which objectify and oppress them within that reality, and the potentiality for becoming the subjects of their own liberation (redemption) as

* Unless indicated in parenthesis following the course number, courses are offered for 3 quarter hours credit.

well as becoming the agents of change for religious education. Readings, discussions, lectures, projects.

Pero TT 8:30-9:45 Spring

BTS C-391

DEAN Th1 308

The Effects of Indigenization on the Principles of Religious Education

An examination of the nature and function of religious education in the wake of impending indigenization movements. Readings, discussion, lectures, and projects. Class sessions held at BTS.

Pero Th 11-12, 1-2:40 Spring

CCTS 460 (9)

Cross Cultural Communication: Intensive Unit I

The concentration has a double major thrust which will serve the needs and goals of a wide variety of students. On the one hand, it will give high priority to those students who desire to work or study in another cultural environment and will help them acquire beginning levels of competence for effective communication in cultures and subcultures other than their own. At the same time, the concentration will provide a wider range of students the opportunity to experience in a unique way the cultural assumptions and limits of their theological thinking, and to lay the foundation for a broader international, interracial and ecumenical understanding, concern and commitment both in their theological education as well as in their further ministry. For remainder of course description consult pp. 19-21.

Boberg/Loiskandl M 9 am-4 pm Spring
Poethig/Dudley W 3-9:30

NBTS CHT 523 [400 level]

The Church and Social Change

A study of the role of the Christian Church in affecting social change, both in the past and the present. A significant part of this study will focus on the roles of Black churchmen and Black congregations as change agents. Each student will be expected to present a paper to the class, embodying significant research and reflection. Assigned readings will be discussed.

Blanford Th 7-9:30 pm Spring

NBTS PMC 554 [400 level]

Practicum in Urban Church and Ministry

The aim of this course is to glean understandings of the role of the urban church in contemporary society; and to provide usable tools to assist local congregations in formulating goals relative to their own unique understanding and acceptance of its mission as the church of Christ. Special emphasis will be placed upon achieving the above objectives within the context of the Black church.

May Th 7-9:30 pm Fall

CCTS 420 (12)

Social Transformation: Intensive Unit I

Intensive Unit I is designed for upper level students who wish to acquire further competence in assisting organizations and institutions to become increasingly effective in ministering to persons in the light of Judeo-Christian values. It is intended both for those who are equipping themselves for ministries with the church as the object and agent of social change and for those who are preparing for service in agencies of social change other than the church. For remainder of course description consult pp. 14-16. Benne/Leliaert/Pero/Tuite

Th 9 am-3:30 pm Fall/Winter

MTS MM 406 (4)

Church Strategies in Changing Communities

Study of the causes and patterns of changing communities, and the alternative strategies available to the church. Special attention will be given to the variety of resources and options available to the congregation and to regional church judicatories, and to the consequences of various decisions which churches have made. Open to pastors, laypersons and students.

Dudley Sat 10-12 noon Winter

CCTS 440 (9)

Celebration: Intensive Unit I

Intensive Unit I is an experience in a learning-celebrating community for the advanced student who wishes to become an ARTIST-INTERPRETER-INSTIGATOR of religious celebration. The phrase "artist-interpreter-instigator" indicates that the objectives of the Unit go beyond assisting the student to acquire the ability to function as leader of public worship which

is characteristically expected of all ministers. The phrase "religious celebration" includes both the traditional forms of worship and also paraliturgical and other forms of communal celebration in the Judeo-Christian tradition. For remainder of course description consult pp. 16-18.

O. Miller/R. Snyder/ M 3-9 pm Winter
Wright/Piacitelli Th 9 am-4 pm

CCTS 480 (9)

Interpretation and Communication: Teaching: Intensive Unit I

Intensive Unit I is designed for advanced students who wish to become increasingly competent in (1) understanding and integrating basic orientations to the substance and style(s) of interpreting and communicating Christian faith which are operative in their own life situations and in those of representative groups with

whom the church engages in ministry; (2) interpreting in their historical and contemporary contexts selected dimensions of the Judeo-Christian tradition and the modern world which are relevant to such life situations; and (3) communicating, and assisting others to communicate, effectively through teaching in the light of such understandings and interpretive abilities. The concentration is intended to be of value to students who plan to engage in a variety of teaching ministries, e.g. in local churches as pastors or directors of educational programs; in public or parochial schools as teachers or supervisors of teachers; in institutions of higher education as campus ministers or professors; and in organizations and agencies of various kinds as educational consultants. For remainder of course description consult pp. 21-24.

Mainelli/Ross Th 10 am-3 pm Winter/Spring
G. Snyder/Rathbun

CLUSTER WOMEN'S ISSUES

The Cluster undertakes, to support and to advocate commitments by its member institutions to the issues raised for theological education and ministry by the experiences and perspectives of women. A significant organizational manifestation of this undertaking is the Cluster Women's Issues Committee. With staff support from the Cluster Women's Issues Coordinator, the Committee provides such leadership functions as the following: (1) to assist women of the Cluster, including spouses, in expressing their concerns and to assist Cluster institutions in responding to such concerns; (2) to design strategies for incorporating the issues posed by the experiences and perspectives of women into the focal awareness and programming of the various institutions, (3) to plan activities which educate members of the Cluster community regarding the nature and effects of sexism and of means by which it may be effectively overcome; and (4) to facilitate the development of resources to fund and staff such enterprises as the above. Activities through which the Committee seeks to serve women and the larger Cluster constituency include publication of a periodical, *PersonAge*; formulation and presentation of specific curricular and personnel recommendations related to women's concerns; consultation and cooperation with women's caucuses and wives' groups in the respective Cluster schools; and sponsorship and leadership of such programs and projects as conferences, workshops, retreats, orientations, survey research, film and dialogue groups, socials, and student-faculty rap sessions.

Approximately 213 women students are pursuing studies in Cluster schools.

The several Cluster institutions engage the following women faculty, who represent the indicated areas of expertise:

Jean Bozeman	(LSTC), Religious Education
Adela Y. Collins	(MTS), New Testament
Lois Dideon, r.c.	(CTU, JSTC), Ministerial Program
Mary Donahey, B.V.M.	(CTU), Ethics
Irene Dugan, r.c.	(JSTC), Ministerial Program
Shirley J. Heckman	(BTS), Christian Education
Gloria Heineman, r.c.	(JSTC), Ministerial Program
Joyce Kemp, r.c.	(JSTC), Ministerial Program
Elda Maase	(NBTS), Christian Education
Ann B. Rathbun	(CTS), Clinical Studies
Margaret H. Stearn	(CCTS), Pastoral Care
Marjorie Tuite, O.P.	(JSTC), Ministerial Program and Social Structures in Ministry
Peggy Way	(JSTC), Ministerial Program and Pastoral Theology
Jean S. Williams	(M/L), Religious Education
Barbara B. Zikmund	(CTS), Church History
To Be Announced	(MTS), Women's Issues
To Be Announced	(MTS), Theology
To Be Announced	(MTS), Ethics

1975-76 Courses Related to Women's Issues*

MTS CA 305 (4)

Introduction to Women's Issues

The course will focus on the issues of sex roles and identity while exploring the biblical, histori-

cal, ethical and theological perspectives of women and the church.

Adj

TBA

Winter

* Unless indicated in parenthesis following the course number, courses are offered for 3 quarter hours credit.

MTS NT 422 (4)**The Idea and Function of Sacrament in New Testament Times**

Consideration of the symbolic significance of early Christian baptism and eucharist with attention to their personal and social appeal. Early Christian sacramental symbolism will be compared and contrasted with that of the mysteries of Dionysus, Isis and Mithra. Special attention will be given to feminine symbolism and to the role of women.

Collins TT 11-12:50 Winter

CTS CH 393**Women in the Protestant Tradition: Historical Sketches**

A look at the active role of women in the history of Protestantism through autobiography and biography. Particular emphasis will be placed upon significant American women. Initial session at CTS.

Zikmund Th 2-5 Spring

MTS T 432 (4)**Women's Issues: Theology**

The course will deal with both Liberation Theology (i.e., Letty Russell, Mary Daly) and Systematic Theology (e.g., Calvin, Tillich). This course will look at why these theologies came into being. Second, it will look at the question of symbols within both theological processes and attempt to integrate them.

Adj M 9-12:15 Winter

(Includes one-hour break for chapel)

MTS T 408 (4)**Women's Issues: Ethics**

Focus in the course is upon ethical reflection as it is related to such societal issues as abortion, changing marriage patterns, child rearing, singleness, rape, etc. Case studies may be used as a way of focusing and clarifying discussion.

Adj W 2-4:50 Fall

JSTC DIVN 465**Issues in Pastoral Theology**

A study of selected contemporary issues of the field, looked at in terms of history, source, method and practice. Focus will center on women and feminism in relation to the field; clarification of principles which differentiate and correlate "social justice" and "caring-counseling" perspectives; alternative formulations

of a "theory of pastoral/priestly practice"; and relations between "Protestant" and "Catholic" pastoral theology. Each participant can negotiate her/his primary issue from a more inclusive list; planning and implementation of the entire course will proceed collegially. Prerequisites: some practice/theory in the broad area and approval of instructor. Limited enrollment. One individual tutorial during the quarter to be arranged.

Way M 2-4:45 Winter

JSTC DIVN 444**Sexuality and Pastoral Practice**

After moving through multidisciplinary perspectives on the nature of human sexuality, we will focus on pastoral practice as rooted in theology and ethics and as practiced in specific relation to "living human documents." Each participant will develop a program or process to use in actual situations of pastoral practice. The entire course will embody a methodological study of the relations between "theology" and "culture" and how they affect pastoral practice. One individual tutorial during the quarter to be arranged. Limited enrollment.

Way M 2-4:45 Spring

CTS CM 442**Human Sexuality**

In an atmosphere designed to demythologize sexuality, the seminar examines different sexual styles, behavior, experience, cultural values, and over-reaction to sexual stimuli. Resources from theology and the behavioral sciences are utilized as each member is asked to develop a value stance about sexuality for our time and for ministry.

Meyners Th 2-5 Winter

CCTS 400 (9)**Personal Transformation: Intensive Unit I**

Intensive Unit I is an in-depth experience in a learning-transforming community for students who wish to acquire intermediate levels of competence in helping individuals and face-to-face groups more fully to actualize their potential through multi-faceted growth models. It is envisioned that all students, regardless of their previous experience, can grow, try out new ways of behavior for enabling growth, teach others, explore new theories and be members of the community. For remainder of course description consult pp. 12-14.

Anderson/Sears/Stearn W 9 am-9 pm
Th 9 am-12 noon Winter

CCTS 420 (12)

Social Transformation: Intensive Unit I

Intensive Unit I is designed for upper level students who wish to acquire further competence in assisting organizations and institutions to become increasingly effective in ministering to persons in the light of Judeo-Christian values. It is intended both for those who are equipping themselves for ministries with the church as the object and agent of social change and for those who are preparing for service in agencies of social change other than the church. For remainder of course description consult pp. 14-16.
Benne/Leliaert/Pero/Tuite

Th 9 am-3:30 pm Fall/Winter

CCTS 480 (9)

Interpretation and Communication: Teaching: Intensive Unit I

Intensive Unit I is designed for advanced students who wish to become increasingly competent in (1) understanding and integrating basic orientations to the substance and style(s) of in-

terpreting and communicating Christian faith which are operative in their own life situations and in those of representative groups with whom the church engages in ministry; (2) interpreting in their historical and contemporary contexts selected dimensions of the Judeo-Christian tradition and the modern world which are relevant to such life situations; and (3) communicating, and assisting others to communicate, effectively through teaching in the light of such understandings and interpretive abilities. The concentration is intended to be of value to students who plan to engage in a variety of teaching ministries, e.g. in local churches as pastors or directors of educational programs; in public or parochial schools as teachers or supervisors of teachers; in institutions of higher education as campus ministers or professors; and in organizations and agencies of various kinds as educational consultants. For remainder of course description consult pp. 21-24.

Mainelli/Ross Th 10 am-3 pm Winter/Spring
G. Snyder/Rathbun

COURSES OF STUDY

The following courses of study are offered during the present academic year by the member schools of the Cluster. Information on courses to be offered in subsequent years by the several schools may in some cases be obtained from their respective current catalogs.

Each course number is preceded by the initials of the institution(s) by which it is offered, viz:

BTS—Bethany Theological Seminary

CTS—Chicago Theological Seminary

CTU—Catholic Theological Union

DEAN—DeAndreis Seminary

JSTC—Jesuit School of Theology in Chicago

LSTC—Lutheran School of Theology at Chicago

M/L—Meadville/Lombard Theological School

MTS—McCormick Theological Seminary

NBTS—Northern Baptist Theological Seminary

CCTS—Chicago Cluster of Theological Schools

CRPC—Center for Religion and Psychotherapy of Chicago

The Cluster schools employ a common numbering system for designating the level of each course of study. The levels of study are as follows:

300-399 Introductory

400-499 Intermediate

500-599 Advanced

600-699 Doctoral (D.Min., S.T.D., Th.D.)

Exceptions are noted in **brackets** following the course number.

Unless otherwise noted, all courses are offered for 3 quarter hours credit. Exceptions are noted in **parentheses** following the course number.

The following abbreviations are employed at appropriate points:

Adj. — Adjunct faculty (to be announced)

TBAⁿ — To Be Announced (by the instructor or institution)

TBA^r — To Be Arranged (by the instructor in consultation with students)

Tutorial or independent study is available in a variety of areas in most fields of the curriculum in all quarters, upon request of the student and upon approval of the instructor.

I. BIBLICAL STUDIES

A. OLD TESTAMENT

CTU BLL 315

The Bible: Its Formation and Interpretation

The formation of the Bible in terms of the "word" and its revelation of God's presence as Savior within the community of faith. The emergence of a sacred tradition of holy writ, interpreted anew by and for each generation. Topics of special study include: biblical inspiration and inerrancy; revelation, scripture and tradition; liturgy and the scriptures; the senses of scripture; canon; texts and versions;

textual criticism.

Senior/Stuhlmue^ller MW 2-3:15

Spring

BTS A-323

NBTS BHT 521 [300 level]

Introduction to the Old Testament I: History and Archaeology

A study of the history of Israel from 2000-65 BC with special emphasis on major events. The importance of archaeological discoveries is investigated. Students will be required to read

from a good translation, Genesis - - II Kings.
Bullock TT 8-9:15 Fall

BTS A-324

NBTS BHT 522 [300 level]

Introduction to the Old Testament II

In the second quarter the course will examine the later prophets and the writings with particular attention to Amos, Hosea, Isaiah, Jeremiah and Ezekiel. The student's task will be to write an exegetical paper on a pericope selected from one of these prophetic books.

Neff MWF 10:30-11:20 Winter

CTS CH 301

The People and Faith of Israel I

An introduction for beginning students to the problems of the historical and theological interpretation of the Old Testament against the background of the development of historical critical methods of biblical study.

Lacocque MWF 9-9:50 Winter

CTS CH 302

The People and Faith of Israel II

A second course for beginning students dealing alternatively with narratives in the Hexateuch, or with selections from the Prophetic books of the Old Testament. The purpose of this course is to acquaint the student with one of the major literatures of the Bible and to examine it from several points of view, including its relevance for the pastoral ministry. In 1976, the theological evolution of the OT narratives in J, E, D, P, the Chronicler, and Apocalyptic.

Lacocque MWF 9-9:50 Spring

CTU BLL 300

Old Testament: Introduction

Select passages from the books and major traditions of the entire Old Testament will be studied against the background of Israel's history, religion and literary genres. The primary goal of this course is a controlled knowledge of the Old Testament in preparation for future in-depth study of individual sections.

Spilly MWF 9-9:50 Fall
Stuhlmuehler M 6:30-9:30 pm Fall

DEAN Bbl 341

Old Testament: General Introduction

This course explains the theological understanding of inspiration, canonicity, and magisterium in regard to the Bible as they emerge from the Scriptures themselves. It also studies the history of the text, translations, archaeology, biblical geography. A scholarly

method of exegesis is explained and a sample exegesis is demanded of the student. Book reviews are required. Opportunity is offered for translating academic work into popular communication by participation in lay discussion groups.

Rousseau MWF 8-8:50 Fall

LSTC OT 311

Old Testament Studies I

Introduction to the Pentateuch and survey of Israel's history through the United Monarchy with particular attention given to the problems of Exodus and Conquest.

Fuerst MW 9-9:50 (+ 1 of 5 sections) Fall

LSTC OT 312

Old Testament Studies II

A study of the prophetic movement from Elijah to the post exilic prophets and the beginning of eschatology and apocalypticism in the Old Testament.

Michel MW 9-9:50 (+ 1 of 4 sections) Winter

LSTC OT 313

Old Testament Studies III

An introductory survey course of the biblical books -- other than the Pentateuch, Former and Latter Prophets --, the Intertestamental and Rabbinic literatures (Talmud) and the problems of Old Testament Hermeneutics.

Michel MW 9-9:50 (+1 of 4 sections) Spring

MTS OT 301 (4)

The Yahwist Revolution: Introduction to the Old Testament

Introduction to Israel's antecedents, birth as a people, and early life as a nation, focusing on Genesis-II Samuel. Attention is given to appropriate critical methods for general Old Testament study, and to the content and theology of Israel's early epic traditions and law.

Campbell WF 11-12:50 Fall

MTS OT 302 (4)

Prophecy, Worship and Wisdom

Introduction to the Old Testament from I Kings to Malachi, with focus especially upon prophecy, designed to follow OT 301. Prerequisite: OT 301, or permission from the instructor on the basis of previous study of the Old Testament.

Campbell TT 12-1:50 Winter

BTS A-320

Genesis

The course is designed to give an introduction to English exegesis and to acquaint students

with the pattern of thought found in the Old Testament. Following a general discussion of the place of Genesis in the Pentateuch and the importance of the Exodus event for Israel's life and thought, selected portions of the book will be exegeted with special attention given to form critical method. The course is designed in such a way as to encourage theological discussion on the topics of the Hebrew understanding of humanity, the relation of faith and culture, and the place of law and grace in the creation narrative.

Neff Th 7-9:30 pm Fall

BTS A-325

NBTS BHT 523 [300 level]

Old Testament Theology

Old Testament Theology proposes to establish a structure and unity to Old Testament thought. Neff/Bullock MWF 10:30-11:20 Spring

MTS OT 471 (4)

The Archaeology of Palestine and the Bible

An exploration of the findings of archaeology in Palestine as they pertain to the Bible. Attention is given to the interrelationship of archaeology, history and Old Testament religion. Prerequisite: OT 301 and/or OT 302, or their equivalent.

Campbell Th 2-4:50 Spring

NBTS BHT 520 [400 level]

Biblical Archaeology

This course seeks to relate archaeological skills and data to the task of understanding the Old and New Testaments, making full use of slides, film, and artifacts in relation to the biblical text.

Mull M 7-9:30 pm Winter

CTS CH 401

Theology of the Old Testament I

The birth and evolution of a major theme of Israel's reflection, such as the creation motive, a study of the Messianic Hope and the eschatological expectations of Israel, or the Priestly function in the time of the Old Testament.

Lacocque MWF 9-9:50 Fall

CTU BLL 400

Historical Exegetical Study of the Pentateuch

Historical-archaeological outline of 2nd millennium B.C. Patriarchal traditions viewed in the context of their literary origins. Exodus event as central to the understanding of the O.T. Term paper or equivalent project.

Fox MWF 9-9:50 Spring

LSTC OT 439

Genesis 1-11

A study of Genesis 1-11, the purpose and function of these narratives in the Bible and their relationship to other Ancient Near Eastern literature.

Michel M 7-10 pm Fall

CTU BLL 405

The Deuteronomic History

Deuteronomy and the deuteronomic history. From the "conquest" to the end of the kingdoms, stressing the deuteronomic theology of history in the major events of the period.

Spilly MWF 11-11:50 Fall

MTS OT 411 (4)

Israel's Eighth Century Prophets

A study of Amos, Hosea, Isaiah and Micah against the backdrop of the second half of the eighth century. There will be opportunity for students who use Hebrew to put it to work, but the course is open to those who have not studied Hebrew. Prerequisite: OT 301 or its equivalent.

Campbell MTh 2-3:50 Fall

LSTC OT 414

Jeremiah

Exegetical and historical studies in Jeremiah with a view toward acquisition of procedural experience and theological articulation.

Fuerst TT 10:30-11:45 Winter

CTU BLL 420

The Psalms

An intelligent and prayerful appreciation of the psalms will be sought by investigating their literary formation and their religious-liturgical usage in Israel. Select psalms will be studied from each literary or liturgical category, chosen for their importance to Israel, the New Testament or the theological-pastoral issues today.

Stuhlmüller Tu 7-9:30 pm Spring

DEAN Bbl 417

The Psalms

The course is intended to help the participants to achieve a good working knowledge of the Book of Psalms. Individual psalms are studied from the standpoint of language and style, content and form, in order to establish their type or genre. Their place and use in the cultic life of Israel is investigated. Main theological ideas are discussed, and their importance and usefulness for personal devotions learned. A scholarly

paper is required. Students are offered an opportunity to translate their academic understanding into popular communication by participation in lay discussion groups.

Rousseau MWF 10-10:50 Fall

CTU BLL 425

Old Testament Wisdom Literature

Perennial themes: e.g. creation, suffering, birth-death; and attitudes: e.g. toward poverty, optimism, humanism, God -- as exemplified in the wisdom movement in Israel. Particular attention to the expression of these topics in Job, Proverbs, Qoheleth, Sirach, and Wisdom. Term paper or equivalent project.

Fox MWF 12-12:50 Winter

CTS CH 410

Exegesis of the Old Testament II

An exegetical study of an Old Testament book or part thereof. The knowledge of Hebrew is no prerequisite, but reference is made in an understandable way to the original terminology of the text under consideration. In 1975, Zechariah, Chaps. 9-14 (II Zechariah).

Lacocque TT 10:30-12 Fall

CTS CH 411

Exegesis of the Old Testament III

The Book of Qoheleth. See description of CH 410. The level is higher in this series which, in the coming years, deals with the Songs of the Servant of the Lord in the Second Isaiah, the book of Job, and Qoheleth.

Lacocque TT 10:30-12 Spring

CTU BLL 415

Evolving Form of Prophetism During the Exile and Post-Exilic Periods

The salient role of Ezekiel and Deutero-Isaiah during the pivotal period of the exile. Later subservience of the prophetic movement to priestly legalism or to the apocalyptic form of postexilic Judaism. The study will be undertaken by means of key texts within the prophets.

Stuhlmuehler MWF 10-10:50 Winter

Stuhlmuehler M 7-9:30 pm Winter

CTU CMM 440

Christianity in World History: The Question of Prophecy Today

For course description consult World Mission Studies offerings.

Boberg/Fox W 7-9:30 pm Fall

CTU BLL 490

Biblical Foundations of Mission

For course description consult New Testament

offerings.

Senior/Stuhlmuehler Tu 7-9:30 pm Fall

CTU BLL 518

Jewish Literature of the Hasmonean and Roman Periods

Historico-cultural-religious developments of the period. Jewish apocalyptic and its influence on the religious thought of the Jews. Implications for New Testament study. Study of selected themes.

Spilly Th 2-4:30 Winter

NBTS BHT 536

The Book of Psalms

An exegetical study of the Book of Psalms, attempting to establish literary structures and form, setting and genre of the Psalms. Selected texts will be studied in detail (exegesis), with inquiry into the original intent and meaning of the psalms, and interpretation of their contemporary message. Requirements: study of S. Mowinckel, *The Psalms in Israel's Worship*. Read in at least two major commentaries for each class. Write an exegesis paper (to be presented before the group), and a final examination.

Bjornard MWF 2:10-3 Spring

CTS CH 590

Tutorial Study

Tutorial study is available in many different areas of Old Testament studies.

Staff TBAr Fall/Winter/Spring

B. NEW TESTAMENT

BTS A-330

Introduction to the New Testament

This course is designed to give the student an introduction to the life, times, and message of the New Testament as the basis for further study and use. The total range of background, content, text, canon, history of interpretation, and translation of the New Testament will come under study. This course or its equivalent is considered prerequisite for all other courses in the New Testament field.

Snyder MWF 2:10-3:00 Spring

CTS CH 321

The Synoptic Gospels

A study of the thought of the authors of the Gospels and of the oral traditions which they

used. An attempt will be made to discover which traditions give evidence of the authentic historical ministry of Jesus.

Scroggs WF 10:30-12 Spring

CTS CH 322

The Beginnings of Christian Theology

A study of the history and thought of early Christianity from the emergence of the resurrection faith to the early decades of the Second Century.

Scroggs TT 9-10:30 Fall

CTU BLL 305

New Testament: Introduction

The writings of the New Testament will be presented in their historical, cultural, religious and sociological context in the Greco-Roman world. Introduction to the methodological tools employed in New Testament research and to the diverse theologies that comprise the New Testament witness to Jesus of Nazareth.

Karris MWF 11-11:50 Winter
Senior W 2-4:30 Winter

JSTC DIVN 307

New Testament I: Pauline Writings

Paul will be studied as a model of ministry: personality, cultural background, call and mission, strategy with the Corinthians. Each of his writings will be viewed in its historical setting and background. Key concepts of Pauline Theology will be explored: death and resurrection, body of Christ, salvation history, law and freedom, justification. Format will include lectures, readings, discussion and short written assignments.

Thompson TT 10:30-11:45 Fall

JSTC DIVN 304

New Testament II: Mark-Matthew

Intended to enable the student to move through a critical study to a post-critical appreciation of Mark and Matthew. Three parts (1) Mark: Jesus and the disciples, situation of the community, miracle-stories, the suffering of Man; (2) formation of the gospel tradition: source-criticism, form-criticism, the historical Jesus, redaction-criticism, composition-criticism; (3) Matthew: historical setting, mission to Israel, Jesus and the disciples, mission to the gentiles. Format will include readings, lectures, discussion and short written assignment.

Thompson TT 10:30-11:45 Winter

LSTC NT 330

Pauline Tradition

Study of the content of the genuine Pauline

epistles, within their historical setting and with attention to their original purpose and meaning. The Deutero-Pauline literature also will be considered briefly. Life, theology, and ethics of Paul will be discussed.

Linss MWF 11-11:50 Spring

NBTS BHT 575 [300 level]

Romans

This course seeks to lay a basic foundation for further biblical, exegetical, and theological study in terms of the analysis and interpretation of a key document of Christian faith. The courses will focus on an interpretation of the central themes in the Apostle's thought; considerable attention will be given to proper methods and principles of biblical interpretation. Requirements include: working through a commentary, assigned thematic reading, a ten-page essay, and a final examination. No prerequisites.

Brauch MWF 10:30-11:20 Fall

LSTC NT 320

Gospel Tradition

A study of the apostolic kerygma and the traditions witnessed to in the gospels. Special attention is given to the earliest ascertainable strata and their development.

Voobus MWF 11-11:50 Winter

MTS NT 302 (4)

Jesus

Introduction to the life and teaching of Jesus as determined by modern scholarship. Special attention to methods of analysis. Recommended as a first course in the New Testament.

Collins/Reeves WF 11-12:50 Spring

MTS NT 303 (4)

Paul

Introduction to the generative insights which Paul preached in his inimitable way.

Reeves TT 12-1:50 Fall

NBTS BHT 560 [300 level]

New Testament Introduction

This course is designed to provide a basis on which continued and deepening fruitful study of the New Testament can be built. It introduces students both to the context and content of the New Testament, as well as to the methodological issues involved in its study. Requirements include periodic tests, participation in class-projects, and assigned exercises in the methodology of N.T. study. No prerequisites.

Brauch MWF 10:30-11:20 Spring

BTS A-332**New Testament Theology**

A study of the various theologies of the New Testament with special emphasis on Paul and John. The course is also designed to demonstrate the role of the books of the New Testament in the several theological traditions.

Snyder MWF 11:30-12:20 Fall

LSTC RE 342**The Bible and Christian Education**

For course description consult Religious Education offerings.

Norquist MWF 12-12:50 Spring

DEAN Bbl 450**Gospel Literature I**

A study of the development and themes in the Gospel literature with emphasis on the Synoptics. The course will cover the historical development of the literature, various systems for interpreting it, a survey of the Synoptics and a development of selected theological themes. Book reports and a scholarly paper will be required. Opportunity will be provided for those who wish to translate their academic work into popular communication in lay discussion groups.

Fischer MWF 10-10:50 Winter
Rousseau TBAn Winter

DEAN Bbl 451**Gospel Literature II**

A study of the development and themes in the Gospel literature with emphasis on the Synoptics. The course will cover the historical development of the literature, various systems for interpreting it, a survey of the Synoptics and a development of selected theological themes. Book reports and a scholarly paper will be required. Opportunity will be provided for those who wish to translate their academic work into popular communication in lay discussion groups.

Fischer MWF 10-10:50 Spring
Rousseau TBAn Spring

CTS CH 422**The Mission and Proclamation of Jesus**

A study of the ministry and message of Jesus by means of a critical evaluation of the gospel traditions. Special attention will be given to a) the possibility of knowledge about Jesus and b) the question of the relevance of the historical Jesus for the Christian Faith.

Scroggs TT 9-10:30 Winter

JSTC DIVN 414**Jesus in the New Testament**

A study of the development of New Testament thought on the person and mission of Jesus, in terms both of the Christological titles and of evolving patterns of Christology. A form-critical analysis of Gospel materials to determine the basis of Christology in Jesus' self-understanding; a study of Christological formulations from the primitive Palestinian church, from the Judaeo-Hellenistic church, and from the mission to the pagan world. Prerequisite: Basic level courses on the Gospels.

Mally TBAn Spring

LSTC NT 440**Parables of Jesus**

Exegetical studies in the parables.

Voobus MWF 12-12:50 Winter

LSTC NT 421**Ethical Teachings of the Evangelists**

A study of the conception of the Christian life according to each of the four evangelists, including both approach and concrete directions for Christian behavior.

Norquist MWF 11-11:50 Fall

LSTC NT 432**Synoptic Pericopes**

Exegetical studies in the Synoptic texts according to the new pericope series.

Voobus MWF 11-11:50 Fall

CTU BLL 430**The Gospel According to Matthew**

Within the structure and the purpose of the Gospel, Matthew will be studied as a Pastor in his community in applying Jesus' teaching to his own situation.

Langerholz MWF 9-9:50 Fall

LSTC NT 422**Studies in Mark**

The course will include a study of the place of Mark within the primitive Christian community, historical and theological inquiries into the Markan kerygma, as well as an analysis of its basic themes.

Voobus MWF 12-12:50 Fall

NBTS BHT 571 [400 level]**Interpreting Mark's Gospel**

The purpose of this course is to arrive at a deeper understanding of Mark's Gospel for devotion, instruction, and preaching through a careful exploration of its text and the theological significance of Mark's work.

Meye W 7-9:15 pm Fall

BTS A-432**The Gospel of Luke**

Since Luke and Acts are two parts of a single work comprising one-fourth of the New Testament, special attention will be given to the relationship of Luke to Acts. A careful, exegetical analysis of the text of this Gospel will be supplemented by a study of Luke's theology.

Wieand MTWTF 9-12 Sept. 10-23

CTU BLL 435**The Gospel According to Luke**

Introduction to form and redaction criticism. Exegesis of the entire gospel with special reference to the most recent and the most significant redaction critical studies. Luke's place in the theologies of the Early Church.

Karris MWF 12-12:50 Spring

CTU BLL 440**The Gospel According to John**

A critical-exegetical approach to John's text to arrive at his sources and to evaluate his theology, particularly on the mission of the Son and the Church.

Langerholz MWF 12-12:50 Winter

Karris MWF 11-11:50 Spring

DEAN Bbl 413**Apostolic Literature I**

A study of the writings in the Canon from Acts to Jude. The course will investigate the historical circumstances in which this literature arose and various theological themes (e.g., development of "church," Pauline concept of freedom, wisdom influences in apostolic literature, etc) which manifested themselves in historical development. Book reviews and a scholarly paper are required. Opportunity is offered for translating academic work into popular communication by participation in lay discussion groups.

Fischer MWF 8-8:50 Winter

DEAN BBL 414**Apostolic Literature II**

A study of the writings in the Canon from Acts to Jude. The course will investigate the historical circumstances in which this literature arose and various theological themes (e.g., development of "church," Pauline concept of freedom, wisdom influences in apostolic literature, etc.) which manifested themselves in the historical development. Book reviews and a scholarly paper are required. Opportunity is offered for translating academic work into

popular communication by participation in lay discussion groups.

Fischer MWF 10-10:50 Spring

MTS NT 415 (4)**The Acts: Early Christian Theology as Narrative**

An exegetical study of the Acts of the Apostles. Some of the themes with which the course will be concerned: How does Luke mold together tradition, history and his own original composition to reflect a developing theology and mission in the first century? What contributions does he himself make to the early church's understanding of itself? What can this mean for Christians today?

Hilgert M 7-10 pm Fall

CTU BLL 450**Pauline Theology**

Origin and development of main Pauline themes in the light of Paul's experience as well as the theological and cultural traditions and theological disputes of his time. Implications for ministry.

Spilly MWF 10-10:50 Winter

MTS NT 412 (4)**Romans**

A course in exegesis.

Reeves MW 2-3:50 Winter

MTS NT 416 (4)**I Corinthians**

Exegetical study of the theological, ethical and social issues which Paul disputed with the Corinthians. Greek is not required but an opportunity will be given for its use.

Collins WF 11-12:50 Fall

BTS A-434**First and Second Corinthians**

Selections from the Corinthian correspondence in order to study the life and faith of Paul and the nature of the apostolic church, as such a study relates to the church of the twentieth century.

Snyder MWF 11:30-12:20 Spring

CTU BLL 455**Pauline Exegesis**

Methodology used in the exegesis of a Pauline epistle. Paul's theological and cultural milieu. Detailed exegesis of the entire epistle. The epistles treated differ from year to year. Offered 1975-76: 1-2 Thessalonians, Philippians, Galatians.

Karris MWF 11-11:50 Fall

NBTS BHT 556 [400 level]**Greek Exegesis: Galatians**

The concern of the course is to develop the skill of students in Greek exegesis. To that end, attention will be given to the building of Greek vocabulary, increasing competence in the understanding of Greek syntax, and the doing of exegesis. Within this process, attention will be given to the theology of the text. Requirements include in-class reading and translating, the preparation and presentation of several brief exegesis papers, and periodic evaluations. Prerequisite: At least one year of Greek (or its equivalent).

Brauch MWF 1:10-2 Winter

MTS NT 417 (4)**Ephesians**

An exegesis course on the book of Ephesians. Greek is not required, but opportunity will be given for its use.

Collins TT 11-12:50 Spring

BTS A-413**Greek Exegesis**

A study of a selected book of the New Testament according to the Greek text. The book to be studied will be announced in advance. Prerequisite: two quarters of Greek.

Gardner W 3:30-6 Spring

MTS NT 410 (4)**Jewish Apocalyptic Literature**

Introduction to Daniel and to the intertestamental Jewish apocalypses. Special attention to views of history and symbolic language.

Collins MTh 2-3:50 Fall

JSTC DIVN 405**The Birth and Development of Christianity in First-Century Palestine and Syria**

The course focuses on Christianity as a socio-religious reality. Emphasis is placed on the development and diffusion of Christianity against the background of the various forms of Jewish life on the eastern edge of the Roman empire. Special treatment is given to the structuring of the community, its theological reflection, political attitudes and economic policies. Prerequisites: New Testament survey or equivalent. Format: lecture/discussion. Requirements: short research assignments in preparation for class discussion; other assignments to be negotiated.

LaVerdiere M 2-4:45 Spring

MTS NT 422 (4)**The Idea and Function of Sacrament in New Testament Times**

Consideration of the symbolic significance of early Christian baptism and eucharist with attention to their personal and social appeal. Early Christian sacramental symbolism will be compared and contrasted with that of the mysteries of Dionysus, Isis and Mithra. Special attention will be given to feminine symbolism and to the role of women.

Collins TT 11-12:50 Winter

NBTS BHT 562 [400 level]**New Testament Theology**

The goals of this course are: 1) to introduce important themes in N.T. theology; 2) to introduce major texts for understanding key themes in N.T. theology; 3) to provide models for exegeting N.T. texts; 4) to effect awareness of and acquaintance with significant literature in the field of N.T. theology. The focus throughout the course -- in the treatment of themes and texts -- is on the dynamic of "unity and diversity" in N.T. theology. Requirements include periodic take-home exams to provide opportunity for reflection on the material covered in the class sessions, annotated reading logs, and a 15-20 page research essay. Prerequisite: A basic course in N.T. Introduction.

Brauch WF 8-9:15 Fall

LSTC NT 418**Resurrection in the New Testament**

A study of the resurrection tradition and the significance of the resurrection for New Testament faith.

Norquist TT 12-1:15 Winter

CTU BLL 490**Biblical Foundations of Mission**

The attitude of the Bible towards the outside world will be investigated for direction in the world mission of the Church today. In the Old Testament special attention will be devoted to the cultural and moral interdependency of Israel with the nations as well as to such motifs as election, universalism of salvation and monotheism. New Testament study will focus on the missionary discourses of the Gospels, and examine the practical challenges to the Church's mission as reflected in Acts and the epistles.

Senior/Stuhlmüller Tu 7-9:30 pm Fall

JSTC DIVN 494**Social Consciousness, Scripture and the Spiritual Exercises of Saint Ignatius Loyola**

The aim is to study Sacred Scripture and the Spiritual Exercises from the viewpoint of social awareness today. How do these documents from the past enable us to develop a spirituality concerned with social issues? Format: lecture and discussion. Prerequisites: introductory Scripture and background in systematic/fundamental theology. Short written assignments to be determined. Admission only by approval of instructors.

Doyle/Thompson M 2-4:45 Fall

CTS CH 521**New Testament Seminar I: The Theology of Mark**

An investigation of the Book of Mark as an integrated tract of theological literature. Prerequisite: CH 321 or equivalent.

Scroggs MW 3:30-5 Fall

NBTS BHT 573**The Gospel of John**

It is the purpose of this course to discern the Johannine understanding of Jesus and to deal with the implications this understanding has for faith and ministry. Toward this end, the course will move from an initial consideration of the historical-critical issues raised by the Gospel, through a consideration of historical setting, structure, and purpose of the Evangelist, to an exegetical examination of representative texts, with a view to understanding the message and challenge of the Gospel. The format of the course consists of lecture input and class discussion. Requirements are: class participation on the basis of assigned readings and the intensive use of a major commentary, and a major research paper. Prerequisite: at least an introductory N.T. course.

Brauch MWF 10:30-11:20 Winter

BTS A-530**Johannine Theology**

Through exegetical studies in the Gospel of John, the nature of Johannine theology will be examined. Comparisons will be made with Pauline theology and the synoptics. An acquaintance with the synoptic material will be a prerequisite.

Snyder MWF 2:10-3 Fall

CTS CH 522**New Testament Seminar II**

A study of some significant aspect of the life

or thought of early Christianity. In 1976, Christian Experience, Fellowship and Community in the Early Church. Prerequisite: CH 321 or equivalent.

Scroggs MF 9-10:30 Winter

CTS CH 523**New Testament Seminar III**

The Church and World in early Christian thought. A study of the views early Christians held toward non-believers, secular and religious culture, and the state in the light of their faith in the Lordship of Christ. Prerequisite: CH 321 or equivalent.

Scroggs WF 3:30-5 Spring

NBTS BHT 563**The Parables of Jesus**

Concerned with a study of the synoptic parables in terms of: 1) their significance in Jesus' total ministry; 2) their importance in disclosing Jesus' understanding of his mission; 3) their place in the life and faith of the early church and in the teaching of the evangelist; and 4) their significance for the faith and life of the contemporary church. Requirements include several comparative studies of synoptic parables, reading reports, and final evaluation. Prerequisite: introductory courses in N.T. and/or the Gospels.

Brauch TT 1:10-2:25 Spring

CTU BLL 532**Faith and Suffering: The Gospel Accounts of the Death of Jesus**

This seminar will examine the four gospel accounts of the death of Jesus, seeking to appreciate how each gospel community was able to reflect on the death of Jesus in the light of its traditions and faith experience. Participants in the seminar will be invited to use the skills of form and redaction criticism to analyze the gospel texts, and to evaluate their potential for contemporary proclamation.

Senior M 7-9:30 pm Spring

CTU BLL 535**The Resurrection Texts in the Gospels and St. Paul**

The biblical background of the theme of resurrection. The hermeneutic of the empty tomb and apparitions.

Langerholz MWF 11-11:50 Spring

LSTC NT 538**The Kingdom of God in the Synoptic Gospels**

This course attempts to determine the meaning of the term Kingdom of God as it was used

by Jesus and the synoptic evangelists. Its background in prophecy and apocalyptic is explored. Related concepts, both messianic and eschatological, receive attention. The relationship of Kingdom of God to Church and to Christian living is investigated in some depth.

Norquist Th 2-4:30 Winter

CTS CH 590

Tutorial Study

Tutorial study is available in many different areas of New Testament studies.

Staff TBAr Fall/Winter/Spring

C. BIBLICAL LANGUAGES

BTS A-311A

NBTS BHT 501 [300 level]

Hebrew I

The elementary aspects of Hebrew will be treated with the expectation that the student will gain knowledge of the strong verbs and of the uses of the article, the adjective, the demonstratives, pronouns, and nouns. Exercises and readings will be based on biblical Hebrew taken from Genesis 1-3 with translation helps.

Neff MWF 1:10-2 Fall

BTS A-311B

NBTS BHT 502 [300 level]

Hebrew II

Emphasis will be given to the weak verbs and the acquisition of a working vocabulary for reading Hebrew narrative. Those passages of particular theological significance in the Book of Genesis will be translated with reference to exegetical technique.

Neff MWF 1:10-2 Winter

BTS A-311C

NBTS BHT 503 [300 level]

Hebrew III

The concern of the course is to develop the skills of the student in Hebrew exegesis with supplementary work in Hebrew syntax. Attention will be given either to a book from the Pentateuch or from the Latter Prophets.

Neff MWF 1:10-2 Spring

CTU BLL 325

Introductory Hebrew

An introductory course for those who have not previously studied Hebrew.

Fox MWF 2-2:50 Winter

CTU BLL 326

Intermediate Hebrew

Description available upon request.

Staff TBAr Upon Request

DEAN Lan 301, 304, 307 (9)

Beginning, Intermediate and Advanced Hebrew Tutorial method.

Rousseau TBAr Upon Request

LSTC OT 300

Elementary Hebrew

Introduction to Hebrew. The course will be taught with the special needs in mind of the student who recognizes the knowledge of Hebrew to be essential for the study of scripture and theology.

Michel MWF 8-8:50 Fall

MTS OT 322 (4)

Introduction to Exegesis of the Hebrew Bible II

The second quarter of introduction to Hebrew Exegesis of the Old Testament. Involves continuation of introductory grammatical study, translation, and exegesis of selected passages, primarily prose. Prerequisite: introduction to the elements of Hebrew grammar in another Cluster course and conference with instructor.

Campbell TWTF 11-11:50 Spring

CTU BLL 320

Biblical Greek

This course is designed to meet the needs of students who have little or no knowledge of Biblical Greek.

Karris MTh 7:30-8:45 pm Fall

CTU BLL 321

Intermediate Greek

Description available upon request.

Staff TBAr Upon Request

DEAN Lan 361, 364, 367 (9)

Beginning, Intermediate and Advanced Greek Tutorial method.

Rousseau TBAr Upon Request

LSTC NT 200 [300 level for other schools]

New Testament Greek

A programmed study of the Greek of the New Testament, using the language lab and aiming at the utilization of the language for exegesis.

Linss MWF 8-8:50 Fall

MTS NT 321/322 (8)

Introduction to New Testament Greek I & II

A non-divisible two-quarter study of elementary Greek grammar, practice in translation,

with introductory attention to exegesis.

Reeves TWTF 9-9:50 Fall/Winter

BTS B-316A, B, C

NBTS BHT 551, 552, 553 [300 level]

Elements of New Testament Greek

In this course the student acquires a knowledge of the elements of grammar, a working vocabulary, and skill in translation of the Greek New Testament. Selections from the Gospels, Acts, Paul and the General Epistles will be read.

Staff MWF 1:10-2 Fall/Winter/Spring

D. JEWISH STUDIES

MTS NT 410 (4)

Jewish Apocalyptic Literature

For course description consult New Testament offerings.

Collins MTh 2-3:50 Fall

JSTC DIVN 405

The Birth and Development of Christianity in First-Century Palestine and Syria

For course description consult New Testament offerings.

LaVerdiere M 2-4:45 Spring

CTS CH 493

An Inquiry into Contemporary Judaism

Study of a selected aspect of Jewish life and culture in the 20th century and an assessment of the Jewish experience and insight for man today. The selected aspect will be announced each time the course is offered. Topic for 1976: The Holocaust.

Lacocque MW 10:30-12 Winter

CTU BLL 524

Readings in Rabbinic Literature

Texts to be selected.

Perelmuter Th 2-4:30 Spring

CTU BLL 526

Rabbinic Judaism and the Early Church

An examination of the nature of Rabbinic Judaism out of which Christianity emerged and with which Christianity co-existed over the centuries. An effort at achieving an insight into the approach and the mind of Rabbinic Judaism through an examination of the pertinent literature.

Perelmuter Th 10:30-12:30 Fall

CTU BLL 529

Jewish Mysticism and Messianism

With special reference to Sabbatai Sevi. A close examination of the mystical substratum of Jewish historical and religious experience through a study in depth of the Sabbatian movement of the 17th century. This course will trace the stream of mystical thought and experience from the Talmudic period, medieval mysticism and the culmination in Lurianic Kabbala and the emergence of the Sabbatian movement in the mid-seventeenth century.

Perelmuter Th 2-4:30 Fall

CTU BLL 520

Liturgy of the Synagogue I

The tri-partite course on the Liturgy of the Synagogue--over a two year period--surveys worship forms in the contemporary American Synagogue with special reference to the common thread and variations in the Jewish denominations: Orthodox, Conservative, and Reform. This first section deals with the weekly synagogue service.

Perelmuter Th 10:30-12:30 Spring

II. HISTORICAL STUDIES

A. GENERAL

CTS CH 491

Contrasting Philosophies of History

A study of Augustine's Christian prototype, *The City of God*, in contrast and comparison with more recent philosophies of history to be selected by the seminar participants. Evaluation for relevance and formulation of a viable stance today will be attempted.

Manschreck TT 9-10:30 Fall

MTS H 430 (4)

Seminar in Eastern Orthodox Christianity

A survey of the history of Eastern Orthodoxy from the Byzantine period with special attention to selected theological motifs and problems.

Rigdon Th 2-4:50 Winter

BTS B-449

Research Methods in Church History

Practical training in research techniques and

sharpening of the critical spirit through guidance on individual projects.

Durnbaugh/Wagner Th 3:30-6 Fall

CTS CH 590

Tutorial Study

Tutorial study is available in many different areas of Church History.

Staff TBAr Fall/Winter/Spring

B. EARLY CHURCH

CTS CH 341

Christianity in the World: The History of the Christian People I

This course, designed specifically for those who have had little or no church history, seeks to depict and interpret the Christian community's development in interaction with the world. Lectures and discussions will center upon key figures, critical events, forces of change and reaction, and the main conceptions which have defined the character of the Christian community in its interaction with successive stages of our culture from the early church through the early medieval developments.

Manschreck MWF 11-11:50 Winter

CTU HDS 300

Early Christianity

The development of Christian doctrine and practice to 450 A.D. Topics will include methods of interpreting scripture, the development of Trinitarian doctrine, the understanding of the redemptive work of Christ, the growth of Church structures and sacramental practice. Lecture, with assigned readings and reports or major papers.

Burns MWF 11-11:50 Fall

JSTC DIVN 315

Early Christianity

The development of Christian doctrine and practice to 450 A.D. Topics will include methods of interpreting Scripture, development of trinitarian doctrine, understanding of the redemptive work of Christ, growth of Church structures, and sacramental practice. A seminar with weekly readings and reports (alternative to lecture course, CTU HDS 300).

Burns MW 2-3:15 Fall

LSTC HT 311A

Ancient and Medieval Church History

The developing life and thought of the Christian Church, presented in broad perspective.

Lectures and group discussions of selected source readings.

Fischer MWF 12-12:50 Winter

LSTC HT 311B

Studies in Ancient and Medieval Church History

An introduction to these periods through a concentration on a few major events and leaders: the Councils of Nicaea and Chalcedon, Augustine, and Aquinas. Seminar method. (An alternative to HT 311A)

Burns TT 10:30-11:45 Winter

NBTS CHT 501 [300 level]

Early and Medieval Christianity

Major issues and developments in Christian life and thought from the beginning of the second century to the Reformation are examined in order (1) to become familiar with the development of Christianity during this period; (2) to acquire some knowledge of historical methodology, and; (3) to develop some ability at analyzing and interpreting religious movements. Regular and intensive reading, both in primary and secondary sources, is emphasized as a basis for meaningful classroom discussion.

Ohlmann MWF 10:30-11:20 Fall

DEAN Hst 407

History of Church to 700 A.D.

An introduction to patristic thought, especially as it applies to major beliefs of the Christian religion. A survey of the socio-political climate of the period and the effect it had on the development of Church structures.

Hartenbach MW 9-9:50 Fall

JSTC DIVN 405

The Birth and Development of Christianity in First Century Palestine and Syria

For course description consult New Testament offerings.

LaVerdiere M 2-4:45 Spring

JSTC DIVN 415

Christian Spirituality

A historical study of early Christian spirituality: martyrdom, consecrated virginity, early mysticism, asceticism, monasticism, and the sacramental piety of the congregations. Among the writers to be considered are Gregory of Nyssa, Augustine, and John Cassian. Concentration will be on primary sources with reading and discussion. Paper required.

Burns TT 9-10:15 Winter

CTU BLL 526**Rabbinic Judaism and the Early Church**

For course description consult Jewish Studies offerings.

Perelmutter Th 10:30-12:30 Fall

JSTC DIVN 520**Augustinian Theology**

Investigation of Augustine's theological anthropology with concentration on the issues of morality, ignorance, concupiscence, freedom, and sin. A research seminar with concentration on primary materials. Paper required.

Burns WF 2-3:15 Spring

C. MEDIEVAL**CTU HDS 307****The Christianization of Europe**

A study of the Church's encounter with the Barbarian nations, of their conversion, and of the development of Christian life. An analysis of how the task affected Church life and thought, and of how the Church affected the world. Major consideration will be given to: Medieval Missions; Charlemagne; the Papal States; the Schism between East and West; and the development and experience of a Christian European Culture (theology, philosophy, social and political structures).

Nemer MWF 12-12:50 Winter

DEAN Hst 409**History of Church: 700 to 1500**

Intellectual development and structuring of Christian thought. The development of the papacy and the structures of the Church within the context of Christendom.

Hartenbach MF 8-8:50 Winter

JSTC DIVN 417**Christian Spirituality II**

A study of medieval and early modern Christian spirituality: monastic renewal, mendicant reform, English mysticism, the *devotio moderna*, and Ignatian teaching. Among the writers to be considered are Bernard of Clairvaux, Bonaventure, and Thomas a Kempis. Concentration will be on primary sources, with reading and discussion. Paper required.

Montague TT 9-10:15 Spring

MTS H 422**Seminar in Historical Theology: Athanasius and Anselm**

A comparative critical study of the theologies

of Athanasius and Anselm focusing primarily upon Athanasius' *De Incarnatione* and Anselm's *Cur Deus Homo*.

Rigdon W 2-4:50 Spring

JSTC DIVN 426**Christ in the Theology of Thomas Aquinas**

Lectures and seminar sessions on the person and work of Christ in the *Summa of Theology* of St. Thomas Aquinas. Special attention will be given to Aquinas' theology of the mysteries of Christ: life, death, resurrection, and glorification. The teaching on Christ will be studied in the historical and systematic context of Aquinas' overall theology. A paper and several class reports; written or oral exam.

Montague M 3:30-5:30 Winter

D. REFORMATION**CTS CH 342****Christianity in the World: The History of the Christian People II**

A continuation of CH 341. Special attention will be given to late medieval and renaissance developments, the conciliar movement, the Reformation, the Counter-Reformation, the Anabaptists, and emerging new forms of Christian expression.

Manschreck TT 9-10:30 Spring

CTU HDS 310**Christianity in the Renaissance and Reformation**

Factors influencing the breakdown of the medieval synthesis. Renaissance thought and style chiefly in relationship to the Church. Writings of the Reformers, and the position of Trent.

Nemer MWF 10-10:50 Spring

LSTC HT 312A**Reformation and Modern Church History**

An introduction to Reformation and Modern Church History outside America, designed to show in broad perspective the movements which have shaped world Christianity in our time. Lectures and group discussions of selected source readings.

Fischer MWF 12-12:50 Spring

LSTC HT 314**The Lutheran Heritage**

Content and scope of the Lutheran confessional writings and the manner in which they are normative for Lutheran ministry and church life

today. Recent confessional statements and results of inter-confessional dialogues are taken into account.

Scherer MWF 9-9:50 Winter
Braaten MWF 11-11:50 Spring

NBTS CHT 502 [300 level]

Reformation and Modern Christianity

Major issues and developments in Christian life and thought from the time of the Reformation to the present are examined in order (1) to better understand contemporary expressions of Christianity; (2) to acquire some knowledge of historical methodology; and (3) to develop ability at interpreting religious movements and evaluating the significance of past movements for today. Regular and intensive reading, both in primary and secondary sources, is emphasized as a basis for meaningful classroom discussion.

Ohlmann MWF 11:30-12:20 Winter

DEAN Hst 410

History of Church From 1500

The fragmentation of Christendom and new theological thought. The Church on the defensive in the Age of the Enlightenment and the Revolutionary Age. The attempts of the Church to cope with the modern age.

Hartenbach MW 10-10:50 Spring

LSTC HT 411

Theology of Luther

The purpose of this elementary seminar is to introduce the student to (1) Luther's theology in its broad comprehensiveness and its dynamic thrust, and (2) the tools and methods for the critical study of Luther. Selected works in various categories are discussed in class. The student reads other works of his own choosing, and prepares a term paper.

Fischer WF 2-3:15 Fall

LSTC HT 417

Luther on Baptism

An advanced seminar analyzing Luther's successive works dealing with baptism. This involves some attention to virtually the whole fabric of Luther's theology, and to a properly critical method for the study of Luther. Term paper. Prerequisite: Some previous study in Reformation history.

Fischer WF 2-3:15 Winter

MTS H 401

Theology of John Calvin

A systematic study of Calvin's theology as

seen mainly in the *Institutes of the Christian Religion*.

Rigdon Th 2-4:50 Fall

BTS B-456

Luther, Calvin and Wesley

The works of these three men will offer an opportunity to compare major types of Protestant theology. At the same time, the unifying strands will constitute an intensive introduction to the main motifs of classical Protestantism.

Brown MWF 2:10-3 Winter

CTS CH 561

The Catholic Counter Reformation

A seminar on 16th century renewal and reaction in Roman Catholicism, particularly internal reform, the Jesuits, and the Council of Trent, and their continuing significance.

Manschreck WF 1:30-3 Fall

E. MODERN

BTS B-340

The Believers' Church

A study of the meaning, rise, and development of the Free Church tradition within Christianity from the Reformation to the present day, and its implication for contemporary churches.

Durnbaugh MWF 2:10-3 Fall

CTS CH 367 (1½)

History and Polity of the United Church of Christ

A study of the history, structure, theology and practices of the United Church of Christ, including its antecedents: the Congregational Christian Churches and the Evangelical and Reformed Church.

Rooks M 1:30-3 Spring

CTS CH 390

An Inquiry Into Methodism

A study of the history and theology of Methodism, especially as expressed in John Wesley.

Manschreck MW 1:30-3 Spring

MTS CA 309

Polity, Politics, Presbyterianism

For course description consult Organization

and Administration offerings.

Worley M 2-4:50 Fall

CTS CH 393

Women in the Protestant Tradition: Historical Sketches

A look at the active role of women in the history of Protestantism through autobiography and biography. Particular emphasis will be placed upon significant American women. Initial session at CTS.

Zikmund Th 2-5 Spring

BTS B-448

Seminar: Quaker Thought and Life

An encounter with Quakerism through reading primary sources of such leaders as Fox, Barclay, Woolman and others.

Brown Th 7-9:30 pm Spring

BTS B-457

Brethren in Theological Perspective

Theological presuppositions of Brethren historiography and development will be examined, and present theological trends will be traced. The doctrines and practices of the Brethren will be discussed in dialog with contemporary thought. Current issues will be delineated.

Brown MWF 10:30-11:20 Fall

BTS B-466

The Church, The State and War

Readings focused on the traditional and current Christian attitudes toward the state and problems of peace and war.

Durnbaugh MWF 10:30-11:20 Spring

BTS B-442

The Ecumenical Movement

A study of the movements toward unity and cooperation since the Reformation, with primary consideration given to twentieth-century activity.

Durnbaugh WF 8-9:20 Spring

CTU HDS 422

19th Century Imperialism and World Mission

A study of the Church as it encounters the new world born of the French Revolution, of how it affects and is affected by social and political considerations, of imperialism (Church and State), and of the missionary expansion in the late 19th and early 20th centuries. Major considerations will be given to: the Church's encounter with French and Italian political liberalism, with German philosophical and theological liberalism, with English scientific and political liberalism; the Church's response in the

Syllabus of Errors and Vatican I; Europe in Asia and Africa; Mission as Structure; the hesitant growth of local Churches; a western Christianity in a non-western world.

Nemer TT 10:30-11:45 Winter

JSTC DIVN 454

John Henry Newman: Prophetic Figure of Contemporary Catholicism

This course will attempt to give the student a better grasp of the present-day issues of Roman Catholicism by studying the writings of Cardinal Newman in historical perspective. Study of Newman's thought on development of doctrine, authority and the *consensus fidelium*, pluralism in Catholic thought, the role of the laity, Catholicism and acculturation, and faith as a personal act. Students may follow their own interests in readings. A report on these will be submitted weekly. Two weeks allowed for a final synthetic exam from the readings.

Ross W 3:30-5:30 Winter

JSTC DIVN 422

Roman Catholicism: The Last Hundred Years

This course aims to give those in the ministry of the church an understanding of historical dimensions of present-day Catholicism. We will treat the following questions: What were the revolutionary ideas of John Henry Newman? What cultural forces of the nineteenth century influenced Vatican I? The pontificate of Leo XIII: progress or reaction? How did the modernist crisis affect the church? Vatican II: solution or new problem? Catholic Americans or American Catholics? Students may follow their own interests in readings. A report on these will be submitted weekly. Two weeks allowed for a final synthetic exam from the readings.

Ross W 3:30-5:30 Spring

JSTC DIVN 421

History of the Society of Jesus

A study of the main events of Jesuit history with emphasis on the Society before the suppression. Topics will include the foundation and early generals; Jesuit involvement in missions, education, and theological controversy; the suppression and restoration. Students may follow their own interests in readings. A report on these will be submitted weekly. Two weeks allowed for a final synthetic exam from the readings.

Ross W 3:30-5:30 Fall

MTS H 411 (4)**Protestant Thought in Britain in the Nineteenth Century**

Important men, movements and theologies in both Establishment and Dissent. A major theme will be the religious response to philosophical, scientific, and industrial developments.

Schafer WF 11-12:50 Winter

NBTS CHT 553 [400 level]**The British Evangelical Theological Tradition**

For course description consult Theological Studies offerings.

Nelson Th 7-9:30 pm Winter

MTS T 419 (4)**The Theology of Schleiermacher**

For course description consult Theological Studies offerings.

Parker M 2-4:50 Fall

MTS H 423 (4)**Nineteenth and Twentieth Century Russian Religious Thought**

A study of selected writings and themes from major figures in the history of the Russian religious renaissance, beginning with Alexei Khomiakov and extending to Nicholas Berdyaev.

Rigdon Th 2-4:50 Spring

BTS B-541**Seminar in Modern Church History: The Confessing Church**

Selected topics will be investigated in successive years, for example, church-state problems, church-renewal activities, or the German *Kirchenkampf*.

Durnbaugh Th 7-9:30 pm Winter

CTS CH 562**The Free Church**

A seminar on the historical significance of the free churches from the 16th century Restitutionists through radical Puritanism, Pietism, and the Evangelical Awakening to the modern pattern of religious liberty and voluntarism.

Manschreck TT 1-2:30 Winter

NBTS CHT 506**Baptist Thought**

An examination of characteristic Baptist emphases in theology, polity, and practice for the purpose of establishing our Baptist identity on the one hand and clarifying our commonality with the larger free church tradition on the

other. Requirements: to be determined.

Ohlmann MF 3:10-4:25 Winter

NBTS CHT 512**Protestant Evangelicalism**

A study of the evangelical tradition in Protestantism through an investigation of its development in the thought of the mainline reformers, Anabaptists, Puritans in England and America, German Pietists, John Wesley, the Evangelicals in England, 18th and 19th century American Evangelicals, and the New Evangelicals. Student research of the subject and preparation of a final evaluative paper will constitute a significant part of the course.

Ohlmann MWF 2:10-3 Spring

F. AMERICAN**BTS B-345****Civil Religion**

Although church and state are separated by law in the United States, there is widely held adherence to a religion of the nation. Since the time of the Puritans, Americans have tended to think of themselves as God's chosen people. This faith-stance will be studied through typical literary expressions and some recent interpretations.

Durnbaugh Th 9:30-12 Winter

CTS CH 385**Major Themes in American Religious History**

An examination of the theological, ethical, and ecclesiastical issues that have characterized American religious life from the colonial period to the present.

Zikmund TT 10:30-12 Winter

LSTC HT 313A**American Church History**

The pluralistic development of religious ideas, movements and institutions in North America from colonial times up to the present. The course surveys the total religious milieu rather than concentrating on Lutheranism.

Scherer MWF 12-12:50 Fall

LSTC HT 313B**American Lutheran Church History**

A core course (alternative to HT 313A) focusing on Lutheranism in America, especially on its problem of unity and polarization. The historical development is viewed against the

broad background of Christianity in America. Aim of the course is to gain perspective on our present problems in the context of their emergence and development.

Fischer MWF 12-12:50 Fall

NBTS CHT 503 [300 level]

Baptist History

An inquiry into important issues and developments in Baptist history (particularly in America), as an introduction to the origin of Baptist groups and to the factors which have shaped their development. The methodological approach to this subject will consist of a combination of lectures and group discussions.

Ohlmann WF 8-9:15 Spring

JSTC DIVN 424

Religion in America: The General Experience

Readings and discussion of selected themes in the history of American religion. Initial reading of M. Marty, *Righteous Empire*, required. Specific topics then tailored to interests mutually agreeable to students and instructor. Specific weekly readings, followed by 1-hour weekly meeting, individually or in a group. Brief reflective paper on a topic suggested by instructor. Time of meetings by arrangement.

Hennesey TBAR Fall

DEAN Hst 413

History of the American Church

A study of the background of present-day American Catholicism; the national groups that make it up, the problems which it has had to face and its response to those problems.

Hartenbach MW 10-10:50 Fall

LSTC HT 432

American Lutheran Polity

A seminar to examine the governmental principles by which the various Lutheran bodies in America operate, in the context of their historical development. The class will study key polity documents, and try to "read between the lines." Term paper. Prerequisite: Some previous study in American church history.

Fischer MW 2-3:15 Spring

MTS H 406 (4)

The American Presbyterian and Reformed Churches

A historical survey of the major Presbyterian and Reformed bodies in America, with special attention to the theological and institutional history of the United Presbyterian Church.

Schafer WF 2-3:50 Fall

MTS H 436 (4)

Theology of Jonathan Edwards

Edwards' philosophical theology is studied against the background of Puritan Calvinism in the Age of Reason.

Schafer M 2-4:50 Winter

III. THEOLOGICAL STUDIES

A. METHODS AND DOCTRINES

BTS B-357

Current Theological Emphases

An introduction to theological language and ways of thinking will be attempted through an interaction between current trends and issues, problems of faith, and personal formulations.

Brown MTh 3:10-4:25 Fall

CTS TEC 304

Constructive Theology I

The nature of theological thinking and theological method.

Jennings MW 1:30-3 Winter

CTS TEC 305

Constructive Theology II

The systematic formulation of the student's own theological position is the major task.

Jennings TT 10:30-12 Fall

CTU HDS 320

Phenomenology of Religion

The course will first attempt to isolate some of the elements common to all religions, and their relationship to social structures. From this perspective, the phenomenon of civil religion will be examined, especially as it is manifested in recent and contemporary attitudes in American politics and diplomacy.

Schreiter MWF 12-12:50 Fall

CTU HDS 325

Introduction to Theology

A consideration of the nature, sources, and methods of theology worked out from a study of several case-histories. Special emphasis on the historical revelation in Christianity and the developing awareness of the faith-community in relation to shifting horizons.

Hayes MWF 10-10:50 Fall

DEAN Th1 300**Orientation Course**

The general purpose of the course is to help the student make the transition from the philosophical and empirical methods of his previous studies to a strictly theological methodology. To this end, the course will concern itself with the nature and significance of divine revelation, faith, dogma, theology, theological language, as well as with the basic presuppositions of the science of theology. Special emphasis is given to the basic validity and limitations of theological understanding and expression. Classes consist primarily in lectures by professor.

Persich WF 10-10:50 Fall

JSTC DIVN 351 (5)**Fundamental Theology I**

Lectures and tutorials toward a personal synthesis of Fundamental Theology.

Topic: Experience, Faith and Revelation

Time: four weeks

Professor: Haight / Schineller

Topic: Unredeemed World

Time: two weeks

Professor: Sears

Topic: Christian Conversion and Grace

Time: five weeks

Professor: Sears

Admission of other than JSTC M.Div. students by approval of instructors.

Fehr/Haight/Sears/ M 10-10:50, Fall

Schineller W, 9:30-10:50, F TBAr

JSTC DIVN 352 (5)**Fundamental Theology II**

A continuation of lectures and tutorials toward the personal synthesis of Fundamental Theology.

Topic: Person and Work of Christ

Time: five weeks

Professor: Schineller

Topic: The New People of God

Time: five weeks

Professor: Haight

Topic: The Sacramental Life of the Church

Time: one week

Professor: Fehr

Admission of other than JSTC M.Div. students by approval of instructors.

Fehr/Haight/Sears/ M 10-10:50, Winter

Schineller W 9:30-10:50, F TBAr

JSTC DIVN 353 (5)**Fundamental Theology III**

A continuation of lectures and tutorials toward the personal synthesis of Fundamental Theology.

Topic: The Sacramental Life of the Church (cont'd)

Time: three weeks

Professor: Fehr

Topic: God: One and Triune (toward a synthesis of Fundamental)

Time: four weeks

Professor: Sears

Topic: Work on Syntheses

Time: two weeks

Professor: individually chosen

Final Exam Week

Admission of other than JSTC M.Div. students by approval of instructors.

Fehr/Haight/Sears/ M 10-10:50, Spring

Schineller W 9:30-10:50, F TBAr

LSTC CT 320**Introduction to Theology**

The aim of this course is threefold: 1) to define the nature of theology and the relations between the various disciplines of the curriculum, 2) to familiarize students with the chief problems and issues in the current theological situation, 3) and to discuss various options in doing theology today.

Braaten MWF 11-11:50 Fall

LSTC CT 322,323**Christian Theology I, II**

Survey and interpretation of basic Christian doctrine. The full range of Christian doctrine, from creation to eschatology, is dealt with in these two courses. Although each course forms an independent unit, the two courses are inter-related to constitute a total sequence. Students interested in taking only one of the courses should consult with the instructor.

Hefner MW 2-3:15 Fall/Winter

MTS T 301**Introduction to Theology I: Fundamental Theology**

An introduction to the study of theology as the reasoned endeavor to understand the reality of human life in the world from the perspective of Christian faith in God. Fundamental Theology

deals with issues of revelation, faith in God, religious experience and symbolism. Recommended for all first year students.

Parker TT 11-12:50 Fall

MTS T 302

Introduction to Theology II: Basic Christian Doctrines

This course is designed to introduce the basic doctrines of the Christian faith, as these are understood and reflected upon by representative theologians. Attention will be given to coherent and constructive appropriation of the Christian tradition. Recommended for all first year students.

Burkhart WF 11-12:50 Winter

NBTS CHT 571 [300 level]

Systematic Theology I: Introduction to Theology

This course provides an introduction to the study of the presuppositions of theology. The relation of faith and reason is taken up in detail. The term concludes with a study of revelation and inspiration. The works of various theologians are studied. Term paper or three reports. Midterm and final examinations.

Young TT 8-9:15 Fall

NBTS CHT 572 [300 level]

Systematic Theology II: God and Creation

The term begins with a study of the nature of God in scripture and Christian history. God's work or the doctrine of creation is taken up. The term concludes with the creation and fall of man. The works of various theologians are used. Term paper or three reports. Midterm and final examinations.

Young TT 8-9:15 Winter

NBTS CHT 573 [300 level]

Systematic Theology III: Christ and Redemption

The term begins with a study of the person and work of Christ, both historically and today. In the latter part of the term, the place of the Holy Spirit in the making of the new life, the church, and the consummation are taken up. The works of various theologians are used. Final examination. Report for class presentation and discussion.

Young TT 8-9:15 Spring

NBTS CHT 551 [300 level]

Philosophy of Religion

This course is an introduction to the main religious philosophies in western culture. The

origin of Christian doctrines and the historical background and development of modern systems are studied and evaluated. Lecture and discussion. Three reading reports or term paper required. Midterm and final examination.

Young MWF 10:30-11:20 Spring

CTU HDS 330

The Problem of God and Contemporary Society

An analysis of why God has become problematic for contemporary man is followed by a critical review of representative Christian attempts to respond to this problem. The course seeks to help the student evaluate his own religious experience and respond intelligently to modern man's problem of God.

Hayes MWF 10-10:50 Winter

CTU HDS 345

Theology of the Church

A study of the origins of the Church; the relation of the Kingdom to the Church; the basic images and themes in Scripture and tradition; the development of ecclesiastical office; and the relation of the Church to the world.

Ahner MWF 11-11:50 Spring

CTS TEC 404

Studies in Theological Method

The uses of reason, experience, imagination, and memory.

LeFevre TT 9-10:30 Winter

CTS TEC 406

Christology

Who is Jesus for us today, really? An investigation of the relationship of Jesus to contemporary faith, especially in the light of the "quests" for Jesus and the question of the "kerygmatic" Christ. Attention is also given to non-theological modes of representing the significance of Jesus in contemporary literature and music.

Jennings TT 1-2:30 Spring

CTU HDS 440

Christology

A critical review of Scriptural and traditional interpretations of Incarnation and Salvation in an effort to arrive at an articulation of what Jesus Christ and redemption mean for contemporary man.

Hayes MWF 9-9:50 Fall

Schreiter MWF 9-9:50 Winter

DEAN ThI 422**Christology/Soteriology**

A study of God's revelation of his love for man in the Incarnation, Passion, and Resurrection of Jesus. A study of historical development which led to the dogmatic pronouncements of Chalcedon. An analysis of traditional and contemporary theories of Redemption. A survey of contemporary Christological problems. Lectures by professor; discussion seminars led by individual students.

Persich MWF 8-8:50 Fall

DEAN ThI 423**Man In Christ - Mary**

A semi-personalist approach to an understanding of the Christian life with an emphasis upon Christ as the Sacrament of Encounter between God and man. At the same time, attention is given to philosophical analysis of the physical transformation wrought by created grace to dispose man for the reception of uncreated grace. The Virgin Mary is studied as the masterpiece of divine grace: in her each of us can see to what God calls him.

Persich MWF 8-8:50 Spring

CTS TEC 411**Theological Anthropology**

An examination of the major doctrines of Christian anthropology including: *Imago Dei*, the Fall, original and actual sin, and sanctification. We will focus on such questions as: To what extent do these doctrines illumine our life and that of our contemporaries? What implications do they have for the ministry of pastoral care and social transformation?

Jennings TT 10:30-12 Winter

CTU HDS 446**The Missionary Dynamics of the Church**

For course description consult World Mission Studies offerings.

Ahner TT 10:30-11:45 Fall

DEAN ThI 403**Ecclesiology**

Based upon the "Lumen Gentium," the course seeks to understand the Church as the People of God and as the Mystical Body of Christ. Special emphasis is placed upon the universal Christian priesthood, the basic equality and functional inequality of Church members, the universal responsibility of all Christians for the Church's achievement of itself and of its mission to the world.

Persich MWF 9-9:50 Spring

MTS T 406**The Doctrine of the Spirit**

A consideration of the doctrine of the Holy Spirit in the Christian theological tradition. Attention will be given to some current manifestations of the Spirit in the life and work of the churches.

Parker MW 11-12:50 Spring

CTU HDS 453**Myths, Signs, Symbols, Sacraments**

The course is intended to provide the student with a foundation for the doctrinal study of the sacraments. Cross-cultural and interdisciplinary in perspective, it will examine various sacramental motifs both phenomenologically and comparatively.

Heisig MW 2-3:15 Spring

CTU HDS 455**Sacraments of Initiation**

General introduction to sacramental theology. Historical development of the rites and theology of Christian initiation. Current questions concerning the theology, catechesis, and celebration of the sacraments of initiation.

Dorff MWF 12-12:50 Fall

DEAN ThI 461**Sacramental I**

Theology of the Sacraments in General, of Baptism, Confirmation, and Orders. The history, dogma, liturgy, and moral implications of the three sacraments are treated after a general introduction to the sacramental system.

Falanga MWF 9-9:50 Fall

CTU HDS 450**Theology of the Eucharist**

A study of the scriptural origins and historical development of the eucharistic liturgy, with particular emphasis on the eucharistic prayer. Theological reflection on the meaning of eucharist in light of the above and of contemporary discussion. Consideration of current questions, e.g., ecumenical questions of intercommunion and eucharistic ministry.

Ostdiek MWF 10-10:50 Fall

Dorff MWF 11-11:50 Winter

DEAN ThI 462**Sacramental II: Eucharist**

Sacramental Theology of the Eucharist, including the scriptural, liturgical, patristic, dogmatic, moral, pastoral, and canonical points of view. It does not include rubrics or practice. It aims to give the students a competent knowledge,

to acquaint them with bibliography, and to stimulate further research.

Rousseau MWF 10-10:50 Winter

JSTC DIVN 467

Theology of the Eucharist

An interpretation of the symbolic action of the Eucharist, in order to show its rich significance for the community's relationship to God in Christ. The meaning of the Eucharist will be sought from the New Testament. The historical development will be surveyed, with some attention to theories of the real presence and the question of the Mass as sacrifice. Special emphasis will be placed on the "ecclesial" dimension of the Eucharist, as re-discovered in the liturgical renewal of the past decade. Lectures, brief student reports, class discussions on assigned readings. Paper required.

Fehr TT 10:30-11:45 Winter

MTS T 402

Baptism and Eucharist

A study of the Christian doctrines of baptism and eucharist with emphasis upon critical analysis of various issues now in controversy. Attention will be given to the liturgical implications of various theological outlooks.

Burkhart W 2-4:50 Fall

CTU HDS 460

Sacraments of Penance, Anointing, Orders

The origins and historical development of penance, anointing, ordination. Questions of contemporary theological significance and celebration of these sacraments.

Ostdiek MWF 10-10:50 Spring

DEAN Thl 463

Sacramental III: Penance and the Anointing of the Sick

The history, dogma, liturgy, and moral implications of these two sacraments are studied. Principles and their applications for the minister of the sacraments are part of the course.

Falanga MWF 9-9:50 Spring

JSTC DIVN 464

Reconciliation and Penance

A team-taught course exploring the meaning of and sacramental means of reconciliation. Reconciliation will be examined in its individual and social spheres, as a central theme of Christian existence, and in the styles and forms of sacramental reconciliation focusing on the sacrament of penance. Method will be a critical

evaluation of key texts, lectures and discussion. Requirements to be agreed upon at the beginning of the course.

Fehr/Schineller MW 3:30-4:45 Fall

DEAN Thl 464

Sacramental IV: Matrimony

The course covers the whole sacramental theology of marriage, with the exception of the moral theology on the use of marriage. Its praenotamina are: marriage as natural institution, teaching of the Scriptures, of the Fathers, of the Magisterium. The main body of the course consists in an explanation of the canons of the Code and of the later ecclesiastical documents. Matrimonial procedures in cases of nullity and dissolution of the bond conclude the course.

Danagher MWF 8-8:50 Fall

CTU HDS 435

Origins and Eschatology

A study of the Christian symbols concerning the origins of man, the world and evil; a correlative investigation of finality and eschatological symbolism.

Hayes MWF 10-10:50 Spring

CTS TEC 408

Eschatology

For what may we still hope? A study of the relationship of faith to the future growing out of the rediscovery of apocalyptic in biblical faith. The relationship of apocalyptic to movements of liberation from the Middle Ages to the present and the response of contemporary theologians to the crisis of hope will be discussed.

Jennings WF 1:30-3 Spring

CTU HDS 436

Eschatology and Eschatologies

For course description consult World Mission Studies offerings.

Schreier MWF 11-11:50 Winter

CTS TEC 500

Interpretation

A seminar examining diverse modes of theological interpretation aiming at developing skills in relating theological perspectives to the concrete human situation. Open only to CTS students.

Jennings F 2-5 Fall

CTU HDS 505

Constructing Local Theologies

For course description consult World Mission

Studies offerings.

Schreiter M 7-9:30 pm Spring

BTS B-550

The Language of Christology

Following an examination of the doctrine of revelation and questions of theological epistemology, the course deals with matters pertaining to the person and work of Christ. A constructive analysis and statement of the language of Christology is presented. The student is afforded the opportunity to formulate a doctrinal position and to test the statement against the Bible and church tradition, in dialog with other class participants.

Groff WF 8-9:20 Fall

JSTC DIVN 552

Contemporary Christologies

The characteristics of contemporary Christologies contrasted with older approaches. Close reading, analysis, discussion and critique of the writings of K. Rahner, Schoonenberg, Pannenberg, and others in this field. Introductory Christology and Soteriology required. At least three must register for the course for credit; guided reading, discussion and some lecture. Paper required.

Doyle Th 3:30-5:30 Spring

JSTC DIVN 553

Theology of the Holy Spirit

A study of the thought of the German Catholic theologian Heribert Muhlen on the centrality of the Holy Spirit for a personalized world view for today. Texts will be a dissertation on Muhlen and further reading in some area of choice. Implications for church renewal and interpersonal philosophy of the world will be pursued. Lecture, discussion, and a final paper. Prerequisite: at least one year of theology. Very useful, but not essential: a reading knowledge of German.

Sears TT 9-10:15 Fall

MTS T 532 (4)

Advanced Problems in Systematic Theology

Offers an opportunity for intensive study of a specific contemporary theological topic, thinker, movement, or problem. To be negotiated.

Burkhart M 2-4:50 Spring

CTS TEC 590

Tutorial Study

Tutorial study is available in many different

areas of Theological Studies.

Staff TBAr Fall/Winter/Spring

B. THINKERS AND SCHOOLS OF THOUGHT

MTS T 419 (4)

The Theology of Schleiermacher

A seminar on the major theological writings of Friedrich Schleiermacher, with a focus on the issues of theological method and constructive reinterpretation of Christian doctrines in his work. Includes an assessment of his contributions to liberal theology.

Parker M 2-4:50 Fall

BTS B-452

Theology of Karl Barth

An inductive study of representative writings. Principal readings will be in *Church Dogmatics*.

Groff Th 1:10-3:30 Winter

BTS B-467

Seminar: Theology of Bonhoeffer

The seminar will focus on the life and writings of Dietrich Bonhoeffer. Special attention will be given to his theology of discipleship, his legacy to secular theology, and the much-discussed themes from his prison letters such as religionless Christianity, world come of age, man for others, the God beyond in the midst of life, and others.

Brown WF 8-9:20 Winter

JSTC DIVN 455

Rahner's Theological Anthropology

A course based on Rahner's book, *Hearers of the Word*, and associated articles such as "Science as a Confession," "History of the World and Salvation-History," "Concerning the Relationship between Nature and Grace," and similar articles. Time for discussion during the lectures as difficulties arise. No paper required. Oral examination of one half hour at end of course.

Wulftange M 3:30-5:30 Fall

JSTC DIVN 459

Christian Life According to Rahner

This course will be based on such articles as "The Apostolate of Prayer," "A Spiritual Dialogue at Evening: on Sleep, Prayer, and Other Subjects," "Poetry and the Christian," "Theological Remarks on the Problem of Leisure," "The Theology of Power," and so on. Time for discussion during the lectures as difficulties arise. No paper required. Oral examination of

one half hour at end of course.

Wulfstange M 3:30-5:30 Winter

JSTC DIVN 456

Loneragan's Method in Theology

This course will be based on Loneragan's *Method in Theology*. Lectures on a selection of the chapters. Time for discussion during the lectures as difficulties arise. No paper required. Oral examination of one half hour at end of course.

Wulfstange M 3:30-5:30 Spring

JSTC DIVN 457

Loneragan and Rahner: A Comparison and Critique

The professor will attempt a comparison and critique of Rahner's philosophy and theology with those of Loneragan. In so doing he will try to complement the work of both of these scholars in areas needing further development. Time for discussion during the lectures as difficulties arise. No paper required. Oral examination of one half hour at end of course.

Wulfstange W 3:30-5:30 Fall

CTS TEC 472c

The Psychology of Maslow and its Religious Significance

An experiential and conceptual inquiry into Maslow's religious meaning.

Foster TT 1-2:30 Fall

MTS T 414 (4)

Studies in Reformed Theology

A theological exploration of the distinctive character and components of Reformed theology. Emphasis upon an understanding of what "thinking within a tradition" is. Includes study of selected writings, including major figures and confessional documents. Special attention to the Confession of 1967, to determine whether and in what ways it is a reformed document.

Burkhart TT 11-12:50 Spring

NBTS CHT 553 [400 level]

The British Evangelical Theological Tradition

A study of P. T. Forsyth and James Denny. An examination of two evangelical theologians within the context of their times, relating to the challenge to theology amidst sweeping change. The identification of evangelical components will be attempted. Course methodology will comprise a general dialogue over significant theological themes and student projects of independent study and report. The relevance for contemporary preaching will be

stressed. Other requirements to be determined.

Nelson Th 7-9:30 pm Winter

NBTS CHT 583 [400 level]

Recent Theological Thought

The trends of the nineteenth century, stressing idealism, humanism, and existentialism will be surveyed as background to the twentieth century. The course will concentrate on such theologians as Barth, Brunner, Bultmann, Bonhoeffer, the Niebuhrs, Ferre, and Tillich. Conducted as a seminar. Term paper required for class preparation and discussion.

Young TT 1:10-2:25 Winter

CTS TEC 410

Religious Existentialism

A study and evaluation of the thought of certain major existentialist writers. The work of such authors as Kierkegaard, Berdyaev, Marcel, Buber, and Bultmann is considered.

LeFevre TT 10:30-12 Spring

JSTC DIVN 473

American Pragmatism and Theology

A team-taught course, exploring the insights and viewpoints of American pragmatism, exemplified especially in William James and John Dewey. Focus will be on evaluating their view of experience and its significance for systematic theology. French Modernism, especially Edouard LeRoy, will be studied as a concrete application of the method of pragmatism to theology. Requirements will be short weekly papers or a more extensive report.

Haight/Schineller MW 3:30-4:45 Spring

JSTC DIVN 488

Process Theology

Initial lectures, selected readings, and discussions on the process thought of Whitehead will move into a study of contemporary process theologies of God, Christ, and the church. Paper required. Final written or oral examination.

Montague Th 3:30-5:30 Fall

JSTC DIVN 466

The Liberationist Interpretation of Christianity

This course will consist in reading and discussing texts of Gustavo Gutierrez and Juan Luis Segundo and in a critical analysis and evaluation of the fundamental themes and positions that make up their liberationist interpretation of Christianity with a special concern for the question of whether and to what extent it can be

considered universally normative. A fifteen page paper on one basic theme from the Theology of Liberation required of each student. Grades will be determined on the basis of the paper and active participation in the discussion.
Haight MWF 2-2:50 Fall

LSTC CT 425

The Latin American Theology of Liberation

The purpose of this course will be to read the main documents and texts coming out of Latin America which arise out of the framework of the theology of liberation. A special focus of the course will be to understand the connections between the gospel of salvation and the struggles for liberation in economic, social and political terms. Both Protestant and Roman Catholic contributions will be studied.

Braaten MW 2-3:15 Spring

LSTC CT 515

Seminar in 19th Century Theology: Studies in Hegel

Limited enrollment, admission only by approval of instructor.

Hefner Th 2-4:30 Spring

CTS TEC 532a

Whitehead

An examination of Whitehead's philosophical theology and a consideration of its implications for social ethics and for research in the social sciences. The primary reading will be *Process and Reality*. Students electing this course and not TEC 532b may elect either a term paper or a final examination to fulfill requirements for this course. Students electing TEC 532b receive credit for both TEC 532a and TEC 532b upon completion of TEC 532b.

Schroeder TT 1-2:30 Fall

CTS TEC 532b

Whitehead

Prerequisite: TEC 532a. A seminar for the development and oral defense of papers dealing with some aspect of Whitehead's thought. The first month of the term will be devoted to a consideration of selected writings of Whitehead. After a reading period during which students develop their papers, the final portion of the term will be devoted to an oral defense of the students' papers before members of the seminar.

Schroeder TT 1-2:30 Winter

CTS TEC 533

Contemporary Process Theology

This seminar will focus on the writings of

people informed by the philosophical theology of A. N. Whitehead. The writings will be selected from the work of such representative figures as William Beardslee, John Cobb, David Griffin, Charles Hartshorne, Bernard Lee, Bernard Meland, Schubert Ogden, Norman Pittenger, and Daniel D. Williams. Although it is not a formal pre-requisite, students interested in this seminar who have not studied Whitehead in depth are encouraged to take TEC 532a and 532b. These courses will be offered in the Autumn, 1975, and Winter, 1976, quarters.

Schroeder M 1:30-4:30 Spring

CTU HDS 520

Theology of Karl Rahner

A study of the philosophical orientation of Rahner and its implications in his theological writings.

Hayes Th 2-4:30 Winter

JSTC DIVN 584

C. G. Jung and Theology

A study of the theological implications of Jungian therapy and thought focused toward interrelating psychotherapy and theology. Basic readings in Jung (more advanced for those acquainted with him), lecture and discussion on theological evaluation of him: myth and symbol, individuation process, trinity and femininity within. Accountability will be an oral exam on Jung and a paper evaluating theologically some aspect of his thought.

Sears TT 10:30-11:45 Spring

MTS T 532 (4)

Advanced Problems in Systematic Theology

Offers an opportunity for intensive study of a specific contemporary theological topic, thinker, movement, or problem. To be negotiated.

Burkhart M 2-4:50 Spring

CTS TEC 590

Tutorial Study

Tutorial study is available in many different areas of Theological Studies.

Staff TBAr Fall/Winter/Spring

C. ISSUES AND TOPICS

CTS TEC 301

Christian Existence

Turning personally lived moments into mean-

ings and communal culture, existing one's self in the developmental tasks throughout the span of life, growing a developmental-existential-phenomenological-societal style that expresses Christian existence. Cohering highlights from Bonhoeffer, Buber, Marcel, Kierkegaard, Heidegger, Mead. Special projects in phenomenological photography and producing cassettes of Significant Other. Our identity as ministry of meanings and shapers of symbols. A period of intense living for a month. Open only to CTS students.

R. Snyder TBAr Sept. 22-Oct. 17

CTS B-459

Theology and Literary Arts

A study of various images of heroism in the American imagination through selected novels and plays. Particular attention will be given to the interplay between such themes as forest and settlement, individual and community, innocence and maturation, and the fate of the lonely "hero" in relation to the "alien tribe."

Groff M 3:30-6 Spring

CTS 472

Communicating the Gospel in a Scientific Age

In this course the following goals will guide the study: (1) to introduce students to theologies and theologians which seek explicitly to address the contemporary scientific and technological worldview; (2) to acquaint students with basic work in philosophy of science and theological methodology which are relevant to such theological address; and (3) to assist students who are already familiar with matters represented by goals (1) and (2) further to advance their understandings in these and/or related areas. In approaching such goals two methods will be emphasized: (1) individual tutorial sessions which will help the student to advance at his/her own pace, to deal with new perspectives, and to prepare a research paper; and (2) seminar sessions which will deal with readings corresponding to the first two goals mentioned above. Readings in theology may include issues such as those raised in Peacock's *Science and the Christian Experiment*, Teilhard de Chardin's *Phenomenon of Man*, Cobb's *A Christian Natural Theology*, as well as those treated in selected works of the convenors. Readings in the methodology and philosophy of science may include issues such as those dealt with in Gilkey's *Religion and the Scientific Future*, Barbour's *Issues in Science and Religion*,

Kuhn's *The Structure of Scientific Revolution*, Margenau's *Open Vistas*. Prerequisite: at least two courses in systematic or philosophical theology, and approval of the convenors. Scientific background helpful but not necessary. Initial session at LSTC.

Hefner/Burhoe Th 2-5 Winter

CTS 495

Religious Experience, Spirituality and Spiritual Growth

For course description consult Pastoral Care and Spiritual Direction offerings.

Buzzard/Isabell TBAw Winter

CTS TEC 412

Communication

An examination of the process of communication based particularly on Buber, Jaspers, Marcel, and contemporary communication theory.

R. Snyder TT 8:30-10 Spring

CTS TEC 425

Love and Justice in Christian Thought

For course description consult Ethical Studies offerings.

Meyners MF 10:30-12 Fall

CTS TEC 445 (1½)

Seminar in Contemporary Black Authors in Religion

For course description consult Ethical Studies offerings.

Rooks M 3:30-5 Winter

CTS TEC 413

CTU HDS 413

Correlating Christian Theology and Social Sciences

A careful examination and evaluation of the possible mutual interaction between the social sciences and Christian theology, using illustrations from indigenous developments among Afro-Americans and depicting through such an analysis how the social disciplines can make a contribution to the principles of Christian theology. Special attention given to equipping persons with principles of methodological rationality for the correlation process. Readings, discussions, lectures, projects. Class sessions held at CTS.

Pero M 9-12 Winter

CTS TEC 466

Psychosynthesis: Dreams, Fantasy, and Religion

An exploration of a powerful new method of

psychotherapy and education that utilizes symbolic visualization, art, meditation, music, dreams, fantasy, movement, and a method that is particularly congenial to theological and religious perspectives.

Foster F 2-5 Fall

CTU HDS 446

The Missionary Dynamics of the Church

For course description consult World Mission Studies offerings.

Ahner TT 10:30-11:45 Fall

JSTC DIVN 450

The Theology of Conversion

This course will be based on Newman's *Grammar of Assent*, on selected letters of Newman, on various articles by Karl Rahner, on Lonergan's treatment of the subject and on some of Lonergan's critics. Time for discussion during the lectures as difficulties arise. No paper required. Oral examination of one half hour at end of course.

Wulftange W 3:30-5:30 Spring

JSTC DIVN 462

Development of Christian Doctrine

This course will be based on *The Development of Christian Doctrine* by Newman, *Development of Christian Doctrine* by Jaroslav Pelikan, various articles by Karl Rahner, and Lonergan's treatment of the subject. Time for discussion during the lectures as difficulties arise. No paper required. Oral examination of one half hour at end of course.

Wulftange W 3:30-5:30 Winter

JSTC DIVN 468

Christianity: A Western or Universal Religion?

A tentative approach to Christianity from a viewpoint other than Western philosophy to answer the question: is Christianity a decadent Western religion or a dynamic universal religion? Format and requirements to be determined.

Hebga TBAn Winter

LSTC CT 410

"The Essence of Christianity" from Schleiermacher to Tillich

This course will deal with the "essence of Christianity" as a genre of theological research which flourished in the nineteenth century and is now taken up in twentieth century theology as the quest for the identity principle of Christianity. The positions of leading theologians will be

studied, including Schleiermacher, Feuerbach, Ritschl, Troeltsch, Barth, Bultmann and Tillich. The aim of the course will be to answer the question: what makes Christian theology Christian?

Braaten Th 2-4:30 Fall

LSTC CT 421

Eschatology and History

This course will deal with the theme of eschatology in contemporary biblical and systematic theology. The focal problem of the seminar will be the various ways in which eschatology is related to history. The contributions of theologians such as J. Weiss, Bultmann, Cullmann, Barth, Tillich, Moltmann and Pannenberg will be analyzed and compared with each other.

Braaten Th 2-4:30 Winter

LSTC CT 442

Theology and the Church's Ministry

Limited enrollment, admission only by approval of instructor.

Hefner TT 12-1:15 Fall

MTS T 416 (4)

Social Theory and Theological Method

A scrutiny of various ways for getting at social reality, in order to evaluate the implications of these for responsible believing, deciding, acting. Attention will be given to the social theories of phenomenology, pragmatism, and structuralism.

Burkhart TT 11-12:50 Fall

MTS T 432 (4)

Women's Issues: Theology

The course will deal with both Liberation Theology (i.e., Letty Russell, Mary Daly) and Systematic Theology (e.g., Calvin, Tillich). This course will look at why these theologies came into being. Second, it will look at the question of symbols within both theological processes and attempt to integrate them.

Adj M 9-12:15 Winter
(includes 1-hour break for Chapel)

MTS T 428 (4)

Love in Human Life

An examination of some important interpretations of love in classical and contemporary wisdom. Particular stress will be given to the contributions of Christian wisdom to our understanding the life of love.

Parker W 2-4:50 Winter

CTS TEC 503

Love

A seminar considering psychological, philosophical, and theological dimensions of the problems of love.

LeFevre

WF 10:30-12

Spring

CCTS 572

Advanced Seminar in Theology and the Sciences

The seminar is designed as a forum for papers by theological and scientific faculty and advanced students. It seeks to move toward a theology which is solidly grounded in the best of today's scientific understandings and which at the same time may be dynamic in eliciting religious feelings and behavior characteristic of the best Christian tradition whereby persons are led to appreciate the reality of God's sovereignty and grace which are manifest in envying nature and in human form, and to find thereby a new meaning, hope, sense of duty, and beatific perspective in God's realm.

Each weekly session will be the occasion for the presentation and critical evaluation of one or more papers *exploring an interpretation of historic religious doctrines in the light of the sciences*. Among the *historic religious doctrines* that may be interpreted are such primary Christian categories as God, Creation, Human Nature, Sin, Salvation, Church, Revelation, and Mission to the World. No specific topic is excluded per se, no matter how out of theological favor it may presently be or how seemingly incongruous with recent secular doctrine. For the seminar, *the light of the sciences* will be sought primarily through focus upon the so-called "hard" sciences that have provided a new world view or "metaphysics." These sciences include physics, biology, sociobiology, and psychobiology. However, this primary focus does not exclude perspectives from the psychosocial sciences, which will also be heavily involved. At the core of its activity the seminar will explore and test a basic hypothesis: that recent scientific information suggests that evolving psychobiological and sociobiological systems require religions as value cores, that the traditional religion of each *culturetype* has been selected for the same kinds of life-producing wisdom as have been selected in the *genotypes* for all animal organisms and societies, and that all of this is generated and selected by a creative system of dynamic reality far transcending any of its creatures.

Admission for credit: While the seminar is expected primarily to involve the presentation of papers by faculty and advanced students, admission for credit is also open to other students whose proposals for a paper to be presented and whose background in theology and science is deemed satisfactory by the convenors. High performance in CCTS 472 may be deemed sufficient for admission, and capacity to discuss critically and to advance themes such as those published in *Zygon, Journal of Religion and Science* would provide excellent grounding for any participants in the seminar.

Admission without credit: Participation is also open to Cluster students and faculty who have a concern to become more informed about and/or to participate in this research and development program without obligating themselves to meet the specific course requirements. Such persons should inform one of the convenors in advance of their intention to participate in this manner.

Requirements for students taking the seminar for credit will be (1) to present an original paper of some 20-30 double-spaced pages (during one of the last five weeks of the quarter) on a topic approved by the convenors and to defend it successfully during its discussion, and (2) to present a one- or two-page critical and constructive analysis of the proceedings of each of the other papers and discussions in the seminar sessions. Initial session at home of Dr. Burhoe, 1525 E. 59th St., Chicago.

Burhoe/Hefner

Th 7-10 pm

Spring

NBTS CHT 508

Christianity and Culture

In an effort to assist each student in formulating an informed and appropriate Christian stance toward culture (human ideologies, social structures, values, and technology), we will examine the major options open to us, defining each position, illustrating them by reference to significant theologians and movements, delineating their theological bases, and evaluating their strengths and weaknesses. To culminate the course, each student is required to prepare a position statement and defend it before the class.

Ohlmann

MWF 2:10-3

Fall

JSTC DIVN 524

Demonology and Witchcraft

A study of the phenomena historically considered demonic and diabolical: possession,

magic, divination, prophecy, witchcraft, and satanism. The course will move on to review the biblical and ecclesial evidence for the existence and activity of angels and devils. Requirements to be determined.

Fortman Th 1:30-3:15 Fall

JSTC DIVN 551

Theology of Priestly Ministry

An examination of the nature of the ordained ministry in the Church, based on the evidence of the New Testament and subsequent historical development. The interpretation of the ordained ministry will be related to Christology and Ecclesiology, and situated in the context of the "priesthood of all believers." Lectures, class discussions on assigned readings, term paper. Prerequisite: introductory ecclesiology.

Burns/Fehr TT 9-10:15 Spring

JSTC DIVN 555

The Experience and Language of Grace

Supposing that the topic "Grace" crystallizes a theological anthropology, that is, a basic conception of the ground of spirituality and how the Christian God and people interrelate, this course will study the concept of grace in representatives of different epochs of Christian history with special stress on how their conceptions ("Languages") were different because of the cultural experiences out of which they emerged. After situating the problem, the class will read and discuss in a structured way William James (*The Varieties of Religious Experience*), Augustine (*On the Spirit and the Letter*), Aquinas ("On Grace," *Summa Theologiae*), Luther (*The Freedom of the Christian*), Trent (*Decree on Justification*), Rahner ("On Salvation History," *Theological Investigations*). The grade will be determined by a 15 page paper on one of the authors mentioned (containing some comparison with the others) and by active participation in the discussions.

Haight MWF 2-2:50 Winter

JSTC DIVN 590

The Mysteries of Christ's Life For Today

A consideration of the mysteries of Christ's life, death and resurrection based on the latest and best exegesis and systematic theology and pointed toward pastoral relevance. Prerequisites: basic Christology and Scripture. Lecture, discussion; paper at end.

Doyle Th 3:30-5:30 Winter

MTS T 532 (4)

Advanced Problems in Systematic Theology

Offers an opportunity for intensive study of a specific contemporary theological topic, thinker, movement, or problem. To be negotiated.

Burkhart M 2-4:50 Spring

CTS TEC 590

Tutorial Study

Tutorial study is available in many different areas of Theological Studies.

Staff TBAr Fall/Winter/Spring

IV. ETHICAL STUDIES

A. METHODS AND PRINCIPLES

CTS TEC 320

Social Transformation: Church and Community

An intensive introduction to the concrete study of the problem of the contemporary church in the midst of the changing social structures of urban and rural life. Open only to CTS students.

Meyners TBAr Fall

CTS TEC 321

Christian Ethics

Historical and contemporary Christian ethical systems with a consideration of their implications and current significance.

Schroeder MW 1:30-3 Fall

CTU HDS 370

Introduction to Moral Theology

This course is intended for students who have had no systematic approach to moral theology. The stress here will be on the basic principles guiding human action and attitude, in so far as they are compatible with the essentials of Christian tradition and suitable for facilitating conscience formation and decision-making, in the face of modern conflicts and problems.

Donahey W 6:30-9:30 pm Spring

DEAN Thl 341

Principles of Morality

The course seeks to inquire into the psychological and moral factors involved in the development of human personality in general and of a Christian personality in particular. Particular stress is placed upon the study of freedom and liberty in the healthy sense of the word, upon

the influences of society upon human behavior, upon the actuality of determinism in the human personality, etc. The approach is entirely along the lines of creativity rather than along the lines of conformity.

Persich MWF 8-8:50 Winter

JSTC DIVN 335, 336, 337

Contemporary Christian Ethics, I, II, III

Goals of course: to help participants develop an understanding of the sources and directions of current moral analysis in preparation for ministry in the Church of today and tomorrow. The program runs for three quarters and must be taken in sequence. Content of this program: three sections of material, not necessarily coterminous with the three quarters:

1. Study of the structure of contemporary Christian Ethics by reference to its development in purpose, content, and method both within and outside of the Roman Catholic tradition.
2. Exploration of a systematic and constructive Christian Ethic, both individual and social, suitable to meet the needs of today's evolving ministry, and dealing with such topics as human freedom and grace within the religious context of moral decision, the process of formation of conscience and of reason-giving, the characteristics of virtuous or vicious decision-taking and its impact on both person and community. (Participants will share readings, lectures, and class discussions in dealing with these first two sections and will be expected to submit written reflections on the material covered at the end of each section of material.)
3. Investigation of moral reasoning concerning particular issues of current importance, such as: injustice, oppression, inequality, and the use of violence; care for human life in its social and individual dimensions; the dimensions of human sexuality; truth-telling in individual life and in society; privacy and secrecy; ordering socio-economic and political life and dealing with the environmental consequences of modern technology and population; peace and international control of war. (Participants will discuss alternatives and choose a topic of interest to each in consultation with one of the professors, prepare an oral presentation and lead discussion on it, and prepare a written reflection which they will discuss with the professors (½ hour oral) at the end of the third quarter.)

Admission of other than JSTC students only by approval of instructors.

Bresnahan/Gallagher/O'Callaghan

TT 10:30-11:45 Fall/Winter/Spring

LSTC CT 331

Christian Ethics

An introductory exploration of the basic options in Christian ethics. Contemporary moral issues will be viewed from the perspective of these options with the aim of increasing the sharpness of moral reflection.

Benne MW 8:30-9:50 Fall
Braaten MWF 11-11:50 Winter

MTS T 303 (4)

Introduction to Christian Ethics

Through lectures, papers, and discussion, there will be an investigation into the biblical, theological and historical foundations that inform the Christian life. In this course there will be an emphasis upon fundamental questions of understanding the nature of a Christian ethic.

Stotts MW 11-12:50 Fall

DEAN Thl 443

Man in Relation to Others

Man's relations to God: Religion. Man's relations to his fellow men: Obedience, Truth, Justice.

Falanga MWF 9-9:50 Winter

NBTS CHT 552 [400 level]

Christian Ethics

The aim of this course is to investigate the Christian approach to the main social issues of today. Consideration will be given to the biblical and theological basis for social action. Central social issues, including the socio-economic and political structure, personal and civil rights, war and peace, labor and management, and interpersonal relations, will be studied. Field trips to social institutions will be included. Term paper required. Final examination.

Young MWF 11:30-12:20 Fall

CTS TEC 425

Love and Justice in Christian Thought

A critical and constructive analysis of these ideas on the basis of an examination of the thought of Augustine, Aquinas, Luther, R. Niebuhr, Tillich, and Daniel D. Williams.

Meyners MF 10:30-12 Fall

CTU HDS 485**Sin and Guilt**

This will be a study of sin and guilt, partly in seminar style, with emphasis on the moral and pastoral issues involved. Nevertheless, various other disciplines (scriptures, psychology, etc.) will be called upon for input. The main purpose of this study is to disengage the presence and shape of sin in our society today, and to fashion a corresponding pastoral response to the findings that emerge. To accomplish this, the past tradition on the meaning and effects of sin will be explored, as well as modern studies, such as those that analyze the experience of guilt. The student will be expected to develop a position that respects the heart of the tradition, while speaking relevantly to the modern experience.

MacDonald Th 2-4:30 Fall

MTS T 416 (4)**Social Theory and Theological Method**

For course description consult Theological Studies offerings.

Burkhart TT 11-12:50 Fall

CTS TEC 455**Research Design Intensive**

A two-week intensive preceding the final year of the D.Min. program. A study of research method and design. Open only to CTS students. Schroeder TBA Sept. 3-12

CTU HDS 585**Psychology and Moral Theology**

This seminar seeks to trace the influence that psychology (here understood broadly, to include all the disciplines that study, measure, control and treat human behavior) has exerted upon ethics and moral theology (the normative disciplines), and also upon popular mores, codes and standards. Problems that have arisen between them in the relatively short history of their interaction will be noted, as well as their attempted solutions. These solutions will be evaluated from the viewpoint of moral theology. Major requirements: responsibility for sample readings; a project that clearly spells out a position on the relationship between psychology and moral theology; and participation in group programs.

MacDonald MW 3:30-4:45 Fall

JSTC DIVN 538**Legal Reasoning and Theological (Ethical) Reasoning**

Seminar to investigate the similarities and the

differences between the manner in which common law judges deal with decision-taking and reason-giving in such matters as the right of privacy, freedom of speech, divorce, capital punishment, abortion, and the way in which ethicists, particularly theological thinkers, approach the same or related issues. Emphasis will fall upon the possibility of cross-fertilizing between theological reasoning and legal reasoning in the context of distinctively pragmatic, North American characteristics of mind. Participants will be encouraged to add their own special interests in methodology to the comparison. Common readings and discussion of examples allowing comparison will be followed by oral reports on areas of individual choice according to the interest of each participant, and by a final written reflection from each. Limited to 15 students.

Bresnahan M 7:30-9:45 pm Winter

CTS TEC 590**Tutorial Study**

Tutorial study is available in many different areas of Ethical Studies.

Staff TBA Fall/Winter/Spring

B. THINKERS AND SCHOOLS OF THOUGHT

BTS B-565**The Ethics of Paul Tillich**

A seminar study of the writings of Paul Tillich, especially the Systematic Theology, in order to discover his method, the fundamental concepts of his thought, and in order to assess the applicability of his ideas to contemporary issues.

Miller Th 8-10:30 Spring

CTU HDS 589**Special Questions: The Moral Theology of Charles Curran**

This is a specialized study of a significant American Catholic moral theologian, whose purpose is to appreciate his understanding of moral theology in the contemporary world. To achieve this, his thought will be traced through a chronological study of his major writings, with the focus on the issues he confronts, the principles he uses, the sources he draws upon, the consistency of his method, and the change and adaptation of position he has made. Main requirements: reading of his major writings; project that seeks to measure and evaluate his influence on moral theology and

to evaluate his contribution to this discipline.
MacDonald W 7-9:30 pm Spring

CTS TEC 532a

Whitehead

For course description consult Theological Studies offerings.

Schroeder TT 1-2:30 Fall

CTS TEC 590

Tutorial Study

Tutorial study is available in many different areas of Ethical Studies.

Staff TBAr Fall/Winter/Spring

C. ISSUES AND TOPICS

BTS B-345

Civil Religion

For course description consult Historical Studies offerings.

Durnbaugh Th 9:30-12 Winter

JSTC DIVN 431

Politics and Religion: The Issue of "Civil Religion"

Course to explore critically the relationship between religious community and civil society in the Bicentennial Period. Initial attention will be directed to the development of "sociology of religion," which has produced the hypothesis of the "civil religion," with attention both to its roots in the work of Weber, Troeltsch, and Durkheim, and also to the critical basis of evaluation offered by Catholic social thought which culminates in the Pastoral Constitution on the Church in the Modern World. A review of literature dealing with Bellah's hypothesis of an "American Civil Religion" will follow. These matters will be attended to by selected readings and common discussion. Finally, each participant will choose a theoretical, sociological or historical focus on an aspect of the subject which is of particular interest, prepare a report to be shared orally, and make a final, written reflection.

Bresnahan M 7:30-9:45 pm Spring

BTS B-466

The Church, The State and War

For course description consult Historical Studies offerings.

Durnbaugh MWF 10:30-11:20 Spring

CCTS 489 (4)

The Church's Peace Ministry: Issues and perspectives

What can the churches contribute to world peace? What understandings of world peace might guide religious thought and action toward a world without war? What theological and political standards are involved in setting limits and determining priorities for peace activities? How can the concern for world peace become a regular part of ministry at every level of church life? Eight Chicago-area seminary faculty including the instructors of this course have met regularly as the curriculum development task force of the World Without War Council-Midwest to design an experimental course addressing these questions. The course is expected to treat such topics as: the global political conditions for peace; the means and limits of citizen action for peace in the United States, with special emphasis on the role of the churches; and the theological bases for, and meanings of, the issues of global politics and citizen action. Class sessions will be held at North Park Theological Seminary, 5125 N. Spaulding Avenue, Chicago.

Durnbaugh/Livezey/Nelson/Thompson

Th 3:30-6 Spring

CTS TEC 462

Dynamics of Conflict

A consideration of the types, causes, processes, levels, and outcomes of conflict. Constructive and destructive uses of conflict as viewed in case studies. Developing a theological theory of conflict management.

Foster/Meyners TT 1-2:30 Spring

CTS TEC 445 (1½)

Seminar in Contemporary Black Authors in Religion

Reading and discussion of selected authors, the authors to be announced.

Rooks M 3:30-5 Winter

MTS T 408 (4)

Women's Issues: Ethics

Focus in the course is upon ethical reflection as it is related to such societal issues as abortion, changing marriage patterns, child rearing, singleness, rape, etc. Case studies may be used as a way of focusing and clarifying discussion.

Adj W 2-4:50 Fall

CTU HDS 481**Moral Aspects of Human Sexuality**

A study of human love and sexuality from a psychological and Christian perspective which aims to build a positive attitude toward an approach to the meaning of human sexuality. Special consideration will be given to the problems of masturbation, homosexuality, and extra-marital intercourse.

Lohkamp TT 12-1:15 Winter

CTU HDS 482**Moral Problems: Life**

A study of basic problems concerning human life: the sanctity of human life, abortion, transplant, experimentation, sterilization, and genetic manipulation.

Lohkamp W 7-9:30 pm Winter

CTS CM 444**Medical Ethics Seminar**

For course description consult Pastoral Care and Spiritual Direction offerings.

Ulrich TBA Fall/Spring

MTS T 424 (4)**Seminar in Ethics**

In alternate years the seminar will address issues of current importance, with a focus on contemporary sources for reflection, and persons of importance in the area of Christian ethical thought. In 1975-76, the seminar will address issues of current importance, with environmental ethics being a primary concern.

Stotts M 11-12:50 Spring

LSTC CS 428**Christianity and Capitalism**

This course will first trace the historical relation between the Christian faith and the development of capitalism. It will then move toward contemporary interpretations -- both positive and negative -- of modern capitalism, and conclude with a critique dealing with this question: How compatible is the Christian ethic with the spirit of capitalism?

Benne MW 3:30-4:45 Winter

CTU HDS 584**Moral Issues in Economics and Business**

A brief introduction into modern economic theories; the relationship between Christianity and the origins of modern capitalism; a Christian critique of capitalism; the Corporate Responsibility movement. Approximately one-half of the course will be devoted to case studies of typical problems confronting busi-

nessmen today with a view to attaining group consensus about the just solutions to these issues. Requirements: preparation of case study materials; participation in class discussion; take-home exam or term paper of about 20 pages.

MacDonald/Pawlikowski Tu 7-9:30 pm Winter

JSTC DIVN 533**Social Ethics and Legal Institutions**

Seminar to explore the relationship between ethical theory and practical, contemporary problem areas of legal regulation of human activity. An initial examination by all participants of selected aspects of the "natural law" tradition and of contrasting legal positivism through common readings and discussion will be followed by choice of a particular problem area in legal regulation of human activity by each participant, preparation of an oral presentation, and final written expression of some dimension of the participant's reflection on the problem. Such questions as criminal correction, abortion, prostitution, pornography, equal access to the courts, environmental pollution, planning of mass transportation, commitment procedures for the mentally ill, civil disobedience, conscientious objection, military justice system, political corruption, use of violence by police, can be chosen with a view to evaluating the present effectiveness of legal regulation and to suggesting alternative programs. Maximum enrollment: 15.

Bresnahan M 7:30-9:45 pm Fall

CTU HDS 577**American Theology and United States Foreign Policy**

In this bicentennial year the course will focus on the influence of theological conceptions in early America in the development of United States foreign policy. There will be a brief overview of recent American foreign policy perspectives and how they might be understood from a theological viewpoint. Finally the course will consider what directions US foreign policy should take in this post-Vietnam era in light of ethical principles. One aspect of this will be a discussion of foreign aid mechanisms. Course requirement: participation in class discussions; take-home exam or term paper of about 20 pages.

Pawlikowski Th 2-4:40 Spring

CTS TEC 590**Tutorial Study**

Tutorial study is available in many different

areas of Ethical Studies.

Staff

TBAr Fall/Winter/Spring

V. WORLD MISSION STUDIES

A. MISSIONS AND ECUMENICS

LSTC MT 350

World-Wide Christian Missions: An Introduction

An introduction to significant theological issues and concrete expressions of mission in one world today. Attention is given to LCA world mission and ecumenical involvements.

Scherer TT 10:30-11:45 Fall

CTU BLL 490

Biblical Foundations of Mission

For course description consult New Testament offerings.

Senior/Stuhlmüller Tu 7-9:30 pm Fall

CTU CMM 440

Christianity in World History: The Question of Prophecy Today

To provide a basis for discussion this seminar will first scrutinize Arend Th. Van Leeuwen's hypothesis on the development of Western civilization and its consequences for the contemporary mission of the Church. Once this theory is understood and critiqued, the course will examine how Old Testament prophecy relates to a prophetic stance in today's world. Particular attention will be given to the question: is the "prophet" today a maker of history or a witness to transcendence?

Boberg/Fox W 7-9:30 pm Fall

CTU HDS 446

The Missionary Dynamics of the Church

In the light of the contemporary questioning of "the missions" this course will try to determine why the Church by her very nature must be missionary, what this mission means, how "necessary" it is in the plan of salvation, and how it is to be carried out in our modern, post-colonial world.

Ahner TT 10:30-11:45 Fall

CTU HDS 422

19th Century Imperialism and World Mission

For course description consult Historical Studies offerings.

Nemer TT 10:30-11:45 Winter

LSTC CS 428

Christianity and Capitalism

For course description consult Ethical Studies offerings.

Benne MW 3:30-4:45 Winter

LSTC CT 425

The Latin American Theology of Liberation

For course description consult Theological Studies offerings.

Braaten MW 2-3:15 Spring

JSTC DIVN 466

The Liberationist Interpretation of Christianity

For course description consult Theological Studies offerings.

Haight MWF 2-2:50 Fall

BTS B-442

The Ecumenical Movement

For course description consult Historical Studies offerings.

Durnbaugh WF 8-9:20 Spring

CTU CMM 530

Research Seminar in Area Studies

Individually guided reading program in the history and culture of specific countries, as well as their present social, economic and religious situations.

Boberg MW 3:30-4:45 Winter

CTU CMM 535

Development of the Christian Community

After a brief survey of the biblical/theological basis, this seminar-type course emphasizes the sociological factors that bear on the process of Christian community formation and its relationship to community development on the socio-economic plane.

Boberg TT 12-1:15 Winter

CTU CMM 540

Nationalism

A seminar that investigates the relation of mission to colonialism and the problems in a post-colonial period of nationalism. Individual students will be expected to concentrate on one country or area.

Boberg MW 2-3:15 Fall

CTU HDS 577

American Theology and United States Foreign Policy

For course description consult Ethical Studies offerings.

Pawlikowski Th 2-4:40 Spring

B. COMPARATIVE RELIGION

CTU HDS 320

Phenomenology of Religion

For course description consult Theological Studies offerings.

Schreiter MWF 12-12:50 Fall

CTU HDS 400

Studies in Comparative Religion

A guided reading and discussion course for those students wanting a general background in one or more religions, and for those students wishing an in-depth study of a particular religious tradition. Some emphasis will be placed upon confronting one's own tradition with those traditions studied.

Schreiter TBAr Fall

LSTC MT 422

Christian Faith and the Faiths of Mankind

Theological issues and spiritual practices of some major living religions are examined with reference to their challenge to Christian belief and spirituality. Possibilities and problems in inter-religious dialogue are also considered. Some field trips are included.

Scherer TT 12-1:15 Winter

LSTC MT 445

World Religion

A phenomenological study of world religion with particular attention to the resources available in History of Religion. For students who have not had a college level course in world religions, a survey of the major world religions will be included. For students who have had such a course, attention will be directed to specific religions or religious phenomena in which there is special interest.

Lindberg MW 3:30-4:45 Spring

JSTC DIVN 468

Christianity: A Western or Universal Religion?

For course description consult Theological Studies offerings.

Hebga TBAr Winter

CTU HDS 453

Myths, Signs, Symbols, Sacraments

For course description consult Theological Studies offerings.

Heisig MW 2-3:15 Spring

CTU HDS 436

Eschatology and Eschatologies

A comparison of central themes in Christian

eschatology -- apocalyptic crisis literature, death, final completion of the individual and the world -- with eschatological views in selected non-Christian religious literature. The comparison will be directed toward a better understanding of eschatological symbols and symbolic systems in both Christian and other cultural situations.

Schreiter MWF 11-11:50 Winter

CTU HDS 505

Constructing Local Theologies

A seminar geared to investigating how Christian theological themes are developed in varying situations, particularly those not part of mainstream Western culture. Students will be asked to choose a certain situation (e.g., Latino, Black, African, Japanese) and engage in reconstructing some theological themes based upon their own background in the Western Christian tradition and on experience or guided reading in the particular cultural situation.

Schreiter M 7-9:30 pm Spring

CTU CMM 546

Religions and Societies

The interrelation of religion and society is shown by presenting and analyzing the world's major religious traditions against the background of the specific cultures involved. The methods and insights of comparative religion, anthropology and sociology characterize the scope of this approach.

Loiskandl MW 3:30-4:45 Fall

VI. MINISTERIAL STUDIES

A. FOUNDATIONS AND FUNCTIONS OF MINISTRY

BTS C-387

The Pastor and the Congregation

The duties and responsibilities of the minister in the local congregation will be explored with special concern for pastoral care, administration, and participation in the rites and ordinances of the church.

TBAr MF 3:10-4:25 Spring

CTS CM 305 (1½)

Ministry in the Black Church

An examination of the role and function of the Black minister in the U.S., including varieties of ministry and differences in style among them.

Rooks M 3:30-5 Fall

JSTC DIVN 383

Effective Pastoral Ministry

Two theoretical orientations are making important contributions to the emerging understanding of contemporary ministry: (1) the Theological Discipline through renewed understanding of Revelation, Ecclesiology, and the variety of ministries in the Christian Tradition, and (2) the Behavioral Sciences through a better understanding of leadership styles, communication skills, and the strategies of Organization Development. This experience-based course will call upon these two forces to serve as the context in which the participants' awareness of their own ministry and confidence in that ministry is heightened, and constructive alternatives to ineffective styles of ministry are suggested. Special attention will be given to *Listening, Assertion and Self-disclosure, Conflict Resolution and Systematic Planning*. Requirements to be negotiated.

Myers W 10-12:30 Winter

JSTC DIVN 366

Practica for Ministry

These practica will be scheduled throughout the year according to need. (1) *Life Planning*: concrete skills and strategies designed to help others slow down their environment to evaluate present commitments, study alternatives and make concrete decisions about possible changes in life direction. (2) *Organization Development*: focused on skills required for effective change within organizations, intervention leading to constructive action. (3) *Ministry to Groups*: a method and skills for creating a climate to promote three areas of emotional development -- self awareness, mastery, and effective interaction. (4) *Fantasy and Religious Imagination*: designed to bring the student into contact with significant areas of non-verbal experience through various directed relaxation, fantasy and movement experiences. (5) *Consultation for Organizational Development*: focused on consultation skills for ministers involved in parish or organizational development and designed to allow for information sharing and leadership support.

Myers TBAr Fall/Winter/Spring

M/L Min 391

Introduction to Liberal Church and Ministry

An introductory seminar exploring models and problems for the practice of the Unitarian Uni-

versalist ministry today in its various associational contexts.

Shadle/Beattie TBAr Fall

MTS CA 305 (4)

Introduction to Women's Issues

The course will focus on the issues of sex roles and identity while exploring the biblical, historical, ethical and theological perspectives of women and the church.

Adj TBAn Winter

NBTS PMC 545 [300 level]

Ministerial Duties

The course seeks to develop an awareness in students of the nature and forms of ministry. To that end, the course deals with a theology of church and ministry, a review of concepts and styles of leadership and enablement, and seeks to continue a process of the development of skills and resources for ministry. There is also an emphasis on the function of ministry in the first pastoral setting into which a student will move. The course will use a variety of teaching styles, including lecture, discussion, role play, case study, student presentations, and media. Several guest lecturers will also provide input.

Buzzard MWF 11:30-12:20 Spring

MTS MM 411 (4)

Dual Professional Competency Seminar

Identification of ideologies, roles and skills which are common to both professional ministry and professional social work, and those which are unique to each. Open only to students enrolled in the joint program of M.Div./M.S.W.

Dudley W 7-9pm Spring

CTS CM 583

Position Paper Seminar

Each student will write his own constructive statement on the nature of ministry. Open only to CTS students.

LeFevre MW 1:30-3 Winter

CTS M 590

Tutorial Study

Tutorial study is available in many different areas of Ministerial Studies.

Staff TBAr Fall/Winter/Spring

B. PASTORAL CARE AND SPIRITUAL DIRECTION

CTS CM 330

Personal Transformation

An intensive for first-year students dealing with the nature and dynamics of personal transformation approached both experientially and theoretically. Open only to CTS students.

Anderson TBAr Fall

NBTS PMC 522 [300 level]

Personality and Religion

The developmental process of behavioral maturation and growth is studied from the perspectives of the four streams of psychoanalytic, behavioral, existential, and social psychology with continuous correlation of theological perspectives on the nature of man. The focus is on growth in personhood and in skills in pastoral counseling. Experiential sessions (2½ hrs. a week) will explore the processes of pastoral counseling with a growth orientation. Reading, and one depth case study will be required.

Augsberger T, 1:30-3:40, Th 1:10-3:40 Winter

MTS PC 311 (4)

Ministry and Human Relations

This is a basic course in empathy training - i.e., learning to better understand what others are trying to communicate to us, and letting them know that we understand. Various exercises, of increasing complexity, involve "live" role playing, tape recordings, and video tapes. Some attention will be given to basic communication theory, but the emphasis is on developing capacity for empathy.

Stettner MTh 2-4:50 Winter

CTU CMM 330

Pastoral Care in the Church

Basic history, theology, dynamics and techniques of pastoral care with emphasis placed on the role of the minister in his/her encounter with people. Topics to be considered: pastoral care in historical and theological perspective; the minister's self-image and his/her capacity to care; the minister as professing professional; basic principles of pastoral care; special areas of pastoral concern during normal development and times of crisis. The purpose of this course is to introduce the student to the discipline of pastoral care and to set a broad foundation from which the student can move on to more specialized courses.

Mallonee MWF 9-9:50 Winter

BTS C-380

Counseling I: Religion and Psychotherapy

The course will be a study of the contributions of psychotherapy to the theological understanding of the person. This will include a survey of various developmental (personality) theories, the description of psychopathology in terms of origin, nature, and prognosis, and a presentation of a model theory that can be useful in pastoral counseling. The course will also be a brief introduction to the theory of pastoral counseling.

Royer MWF 11:30-12:20 Winter

MTS CA 340 (4)

Pastoral Care of Families

A brief review of some current developments in family life in our culture, some reflections on understanding these developments theologically, and implications for pastoral care.

Stettner MTh 11-12:50 Spring

CTS CM 331

The House Church

The theory and ministry of the house church will be explored experientially and reflectively. Readings about small group life in the church and contemporary group theory. Admission only by approval of instructor.

Anderson W 7-10 pm Spring

JSTC DIVN 359

Discernment of Spirits in the Spiritual Tradition of the Church

This lecture, reading, and discussion course will center on the continual tradition of discernment of spirits in the Church and its rediscovery in different ages with a special focus on the discernment of spirits today. It will consider the commonalities in discernment in these different ages as well as the differences, dependent on persons' development in self-consciousness. These understandings will aid in the present re-discovery and practice of discernment. No prerequisites. Requirements: participation in class discussions and a paper.

Robb Th 2-4:45 Spring

CTS CM 333

Pastoral Counseling Practicum

For course description consult Supervised Ministry offerings.

Anderson TBAr Winter

MTS PC 335 (4)**Ministry Laboratory: Socially Maladjusted Youth**

For course description consult Supervised Ministry offerings.

Stettner/Adj F 2-6 Winter

MTS PC 337 (4)**Ministry Laboratory: Older Persons**

For course description consult Supervised Ministry offerings.

Stettner/Adj F 2-6 Spring

DEAN Psy 404 (2)**Psychology of Religion**

What are the significant data of religious experience? Which data or experience are of religious significance? The course will deal with these basic questions, aiming at developing habits of attention to significant data and categories for the organization of data that will facilitate theological reflection on it.

Schultz TBAr Fall

LSTC PC 440**Psychology of Religion**

A review of developments in the field from the days of William James to the present day, with special attention given to the interaction between psychology and religion at certain crucial points of the development as a whole.

Kukkonen TT 10:30-11:45 Winter

LSTC PC 420**Personality Theory and Psychotherapy**

A seminar in which consideration will be given to the theoretical and therapeutic aspects of various psychological schools of thought, beginning with Freud and Jung, including Neo-Freudian, Existential, Behavioristic, and Interpersonalistic Schools. Philosophical predispositions and theological correlations will be borne in mind. Limited enrollment, admission only by approval of instructor.

Swanson MW 8-9:50 Spring

CTU CMM 400**The Sources of Pastoral Counseling**

This course is neither an introduction to bibliography nor a survey, but an exercise in the reading of and working with the principal sources of pastoral psychology, as found in Freud, Jung, and the originators of the more contemporary human potential movement.

Newbold TT 9-10:15 Spring

CTU CMM 405**Basic Types of Pastoral Counseling**

A discussion of the basic types of pastoral counseling in terms of goals, techniques and practices. A presentation and discussion of some typical situations in pastoral care.

Mallonee TT 9-10:15 Fall

Newbold TT 9-10:15 Winter

NBTS PMC 521 [400 level]**Basic Types of Pastoral Counseling**

Basic principles of therapeutic interaction in the pastoral ministry of counseling. The course integrates psychoanalytic, behavioral, existential, and general systems approaches to counseling. Format will include lectures, case studies, sociodrama, student reports, experiential events, and individual conferences with the instructor. A major case study style term paper will be required.

Augsburger Tu 1:10-3:40 Fall

LSTC PC 410**Pastoral Counseling**

A consideration of the theory, nature and practice of pastoral counseling. In addition to input sessions and case-oriented workshops, there will be supervised clinical fieldwork with inpatients and outpatients. It will be taught at Christ Hospital. It is integrated with the course in Group Dynamics in a two-course offering. Limited enrollment, admission only by approval of instructor.

Swanson WF 2-4:45 Fall

LSTC PC 430**Group Dynamics**

Emphasis upon the learning experience amid the dynamic interactions and interpersonal relations of an ongoing group situation. There will be both psychological and theological reflection as well as a consideration of communication theory. It is integrated with the course in Pastoral Counseling as a two-course offering. Limited enrollment, admission only by approval of instructor.

Swanson WF 11-12:50 Fall

CTS CM 455**Group Process Intensive**

A two-week intensive preceding the final year of the D.Min. program. An experience of building a learning-transforming community where members come to know their colleagues for the year, understand the dynamics of community-building and claim their own unique learning needs. Open only to CTS students.

Anderson TBAr Sept. 15-25

CTS TEC 462**Dynamics of Conflict**

For course description consult Ethical Studies offerings.

Foster/Meyners TT 1-2:30 Spring

NBTS PMC 532 [400 level]**Conflict, Communication and Conciliation**

An exploration of approaches to the management and resolution of conflict in intrapersonal, interpersonal and group situations. The course will integrate the contributions of communication theory, psychodynamic insight, and behavioral-social research. The focus will be equally divided between conceptual theoretical understandings, and experiential psychodrama or sociodrama. Wide reading, presenting of research abstract and case studies will be required.

Augsburger Th 1:10-3:40 Fall

CTS CM 432**Marriage and Family Counseling**

The theory and practice of marriage and family counseling. Attention will also be given to the growth and self-actualization of well functioning marriages and families. Prerequisite: willingness of spouse to participate in the course and in a marriage workshop connected with the course.

Foster W 7-10 pm Winter

LSTC PC 450**Marriage and Family Counseling**

A course aimed at the preparation of the pastor for his predominant type of counseling. Attention will be directed to theories and practices in present-day conjoint and family therapies. Consideration will be given to pre-marital education, divorce, sexuality, and the sociology of marriage. Limited enrollment, admission only by approval of instructor.

Swanson MW 8-9:50 Winter

CTS CM 442**Human Sexuality**

In an atmosphere designed to demythologize sexuality, the seminar examines different sexual styles, behavior, experience, cultural values, and over-reaction to sexual stimuli. Resources from theology and the behavioral sciences are utilized as each member is asked to develop a value stance about sexuality for our time and for ministry.

Meyners Th 2-5 Winter

JSTC DIVN 444**Sexuality and Pastoral Practice**

After moving through multidisciplinary perspectives on the nature of human sexuality, we will focus on pastoral practice as rooted in theology and ethics and as practiced in specific relation to "living human documents." Each participant will develop a program or process to use in actual situations of pastoral practice. The entire course will embody a methodological study of the relations between "theology" and "culture" and how they affect pastoral practice. One individual tutorial during the quarter to be arranged. Limited enrollment.

Way M 2-4:45 Spring

CTS CM 452**Transactional Analysis and Pastoral Counseling**

This course will explore the theory and the experiential meanings of transactional analysis as these relate with self-understanding, interpersonal relations, and work in committees and organizations as well as focusing on the importance of T.A. for counseling. An experiential learning approach will be employed to integrate theory and practice. Attention will be given to relationships between T.A. and theology and Gestalt Therapy. Readings such as Berne, Harris, James, Jongeward, Steiner and Goulding will be utilized.

Foster M 9-12 Spring

CTS TEC 472c**The Psychology of Maslow and its Religious Significance**

For course description consult Theological Studies offerings.

Foster TT 1-2:30 Fall

CTS TEC 466**Psychosynthesis**

For course description consult Theological Studies offerings.

Foster F 2-5 Fall

MTS PC 405 (2)**Understanding Dreams**

The purpose of the course is to consider the meaningfulness of dreams, from both a religious and a psychological perspective. Various theories for understanding dreams will be considered; biblical and historical dreams will be studied, as well as dreams voluntarily shared by members of the class.

Stettner M 11-12:50 Fall

CTS CM 451**Gestalt Therapy and Religious Experience**

An exploration and experiencing of Gestalt Therapy as one way of understanding contemporary religious experience.

Anderson

Th 2-5

Fall

CCTS 495**Religious Experience, Spirituality, Spiritual Growth**

This course explores how some important spiritual writers of the Roman Catholic and Baptist traditions deal with man's relationship with God and how one can arrive at a deeper experience of God. Religious experience will be explored starting from C. Meyer's *The Touch of God*. "Holiness" and "progress" will be studied in the light of personal growth, especially from the notion of the symbolic as outlined in C. A. Bernard, *Initiation au langage symbolique*. Requirements: comparison between traditional and contemporary work on spirituality; study journal or major paper and project. Initial session at CTU.

Isabell/Buzzard TBAn

Winter

CTU CMM 410**Ministering to Spiritual Growth**

This course presupposes CCTS 495 or its equivalent. How can a person help another in developing a relationship with God? This question will be explored historically with special emphasis on the desert fathers, John of the Cross and Francis de Sales. A theoretical section will provide the student with diagnostic tools useful in direction, and a technical part will explore techniques and their meaning in Christian growth. Requirements: one historical book, W. Kraft, *The Search for the Holy*, J. Laplace, *The Direction of Conscience*, a traditional manual and a final project, usually an interview with someone in the field.

Isabell

MW 3:30-4:45

Spring

MTS PC 406 (4)**The Pastor and Community Mental Health**

The purpose of this course is to explore the pastor's preventive role in the area of mental health. It will deal with basic principles of community mental health, identification of mental illness, knowledge of community resources, techniques of referral, and the functions of a congregation as a therapeutic community.

Stettner

WF 11-12:50

Fall

JSTC DIVN 494**Social Consciousness, Scripture, and the Spiritual Exercises of Saint Ignatius Loyola**

The aim is to study Sacred Scripture and the Spiritual Exercises from the viewpoint of social awareness today. How do these documents from the past enable us to develop a spirituality concerned with social issues? Format: lecture and discussion. Prerequisites: introductory Scripture and background in systematic/fundamental theology. Short written assignments to be determined. Admission only by approval of instructors.

Doyle/Thompson M 2-4:45

Fall

MTS PC 410 (2)**Pastoral Theology**

The aim of this course is the working out of a theology of pastoral care. This involves consideration of the biblical, historical, and systematic theological perspectives on pastoral care, as well as its relation to the modern behavioral sciences. Some case material will be used by way of illustration, but this is not a "how to do it" course; rather its purpose is to learn to think theologially about the practice of pastoral care.

Stettner

Tu 11-12:50

Winter

JSTC DIVN 465**Issues in Pastoral Theology**

A study of selected contemporary issues of the field, looked at in terms of history, source, method and practice. Focus will center on women and feminism in relation to the field; clarification of principles which differentiate and correlate "social justice" and "caring-counseling" perspectives; alternative formulations of a "theory of pastoral/priestly practice;" and relations between "Protestant" and "Catholic" pastoral theology. Each participant can negotiate her/his primary issue from a more inclusive list; planning and implementation of the entire course will proceed collegially. Prerequisites: some practice/theory in the broad area and approval of instructor. Limited enrollment. One individual tutorial during the quarter to be arranged.

Way

M 2-4:45

Winter

CTU HDS 485**Sin and Guilt**

For course description consult Ethical Studies offerings.

MacDonald

Th 2-4:30

Fall

LSTC PC 445**Guilt and Grace**

A study of the contributions of psychology and theology to the understanding of the problem of guilt and its resolution. The course is set up in such a way as to encourage and facilitate group teaching and learning.

Kukkonen TT 8:30-9:45 Fall

M/L MIN 405**Shame and Guilt**

An attempt will be made to develop a theoretical framework for understanding shame and guilt, their distinctive character, relationship, and role in moral development, pathology, and therapy. Attention will be given to such issues as the psychology of narcissism, the psychology of conscience, the relation of guilt and aggression, and moral sentiments and related affects. Shame and guilt in religious life. Theological interpretations of shame and guilt. Readings will include the works of Fingarette, Goffman, Lifton, Helen Lewis, Helen Merrell Lynd, Mowrer, Piers and Singer, Ricoeur, Sartre, and Tomkins.

Schneider TBAr Spring

CTS CM 438**Issues and Crises of Middle Age**

An examination of the developmental tasks and crises of the middle years of life. Female and male experiences with marriage, vocation, family, and life's meaning will be explored. The response of the church and ministry to these persons will be studied.

Anderson Th 7-10 pm Spring

CTS CM 475**Seminar in Death and Dying**

Open to a limited number of theological students (majority of students are medical and nursing). Admission only by approval of instructor. Clinical credit may be awarded to advanced students.

Ulrich TBAr Fall/Winter/Spring

CCTS 491**Grief, Death and Dying**

A study will be made of the person's relation to his/her own death: a typology of attitudes toward dying, theories of progression through different attitudes, and the right of the person to die with dignity. Exploration will be made of the students' attitudes toward dying, and toward the dying person. If it is possible to ar-

range contacts, students will have opportunities to visit with, learn to know, and offer pastoral care and counseling to a person or persons nearing death.

Royer/Augsberger Th 1:10-5 Spring

CTS CM 444**Medical Ethics Seminar**

Clinical review of medical ethics' issues. Open to a limited number of theological students (majority of students are medical and nursing). Consent of instructor required. Clinical credit Admission by approval of instructor. Clinical credit may be awarded to advanced students.

CCTS 490A, B, C (4 each quarter)**Ministry Laboratory: Religion and Health**

For course description consult Supervised Ministry offerings.

Fichette/Schneider/Stettner/Mendes

F 1-5 + Lab Fall/Winter/Spring

CTU CMM 406**Practicum in Basic Types of Pastoral Counseling**

For course description consult Supervised Ministry offerings.

Newbold TT 12-1:15 Spring

DEAN Tpw 420 (2)**Pastoral Care of the Mentally Ill**

For course description consult Supervised Ministry offerings.

Piacitelli Field Fall/Spring

DEAN Tpw 421 (2)**Pastoral Care of the Physically Ill**

For course description consult Supervised Ministry offerings.

Piacitelli Field Fall/Spring

DEAN Twp 440, 441, 442 (2 each quarter)**Pastoral Care Through Deaconship**

For course description consult Supervised Ministry offerings.

Piacitelli Field Fall/Winter/Spring

M/L MIN 404**Supervision in Pastoral Care: Case Study**

For course description consult Supervised Ministry offerings.

Schneider F 1-4 Fall

BTS C-582**Introduction to Group Counseling and Therapy**

Attention will be given through the structure of the seminar to the theory of group counseling

and therapy and the implication for ministry. Each student will serve as counselor to a group at least twice. Each student will also select a theme relevant to the subject and present a paper to the seminar on that theme. (C-480 or its equivalent is a prerequisite.)

Royer Th 3:30-6 Winter

BTS C-584

Marriage and Family Counseling

The seminar will study the dynamics of marriage and family relationships and the nature of pastoral counseling as related to marriage and family problems. An attempt will be made to relate seminar members to given families as the pastoral counselor for the quarter. Reflection on the counseling contacts will become an agenda for the seminar group.

Royer Tu 7-9:30 pm Spring

NBTS PMC 527

Marital and Family Therapy

Theory and therapy of the marital dyad, the family triangles, and the family system. The course will integrate the approaches of conjoint family therapy and general systems theory. Lectures, experiential process, sociodrama, case studies, audiovisuals will be utilized to assist the student therapist in growth toward effective therapeutic intervention in families in crisis.

Augsburger Tu 1:10-3:40 Spring

CTU CMM 508

Existential Psychotherapy and Pastoral Practice

This course examines the important influence that existential philosophy has come to have upon the development of psychotherapy. Emphasis will be placed upon the contributions to psychotherapy made by the existential analysis and interpretation of individual experience in a crisis society. The authors studied will be: Paul Tillich, Ludwig Binswanger, Medard Boss, Thomas Hora, F. J. J. Buytendijk, Rollo May and Eugene Kahn.

Newbold W 7-9:30 pm Winter

CCTS 501 (2)

Symposium in Psychology and Religion

The course will be different each time it is offered, as it will focus on some persons, topics, or issue of current interest in the broad fields of psychology and religion. Instructors from various schools, experts on pertinent sub-

jects, or representatives of other religious groups may be involved. The particular focus for the course will be announced at least one quarter in advance. Initial session at LSTC.

Stettner/Cluster Pastoral Care Faculty

W 2-3:50

Spring

CTU CMM 509

Psychology and Religious Experience

The course will attempt to uncover the psychological roots of religion and to examine methodological problems involved in the study of religious experience. It will also consider the relationship between Christian orthopraxis and various forms of psychotherapy.

Heisig M 2-3:15 Winter

JSTC DIVN 594

Dynamics of the Spiritual Exercises

This lecture, reading, and discussion course will focus on the theological and psychological dynamics of the Spiritual Exercises of St. Ignatius Loyola. Seen as a radical gospel or conversion experience, the Spiritual Exercises will be considered as an articulation of St. Ignatius' conversion experience and in the light of present psycho-theological understanding of conversion. Pre-requisites: a personal familiarity with the Spiritual Exercises either through the experience of directed retreats or through personal study of them. Requirements: participation in class discussion and a paper.

Robb Th 2-4:45 Winter

BTS C-581

Seminar in Advanced Pastoral Counseling

The student will be asked to maintain a counseling relationship throughout the quarter, giving periodic "case reports" to the seminar. These will be explored in terms of (1) the development of the counselee's problem situation, (2) the dynamics of the counselor's personhood in terms of helpfulness or interference in the counselee's growth, and (3) the nature of the counseling relationship, psychologically and theologically. There will be a special emphasis for the year. C-480 or its equivalent is a pre-requisite.

Royer Th 3:30-6 Fall

CTS/CRPC CM 530a, b, c

Pastoral Counseling I Seminar

CM 530a, 530b, and 530c provide a series of courses to define the issues in the practice of pastoral psychotherapy including: assessment,

interpretation of data, metapsychological perspectives, ego assessment, characterological and symptomatic diagnosis, therapeutic alliance, transference, and the structures of the therapeutic process. Additional tuition charge may be required. Pre-requisites: CM 530b and 530c each require the previous course or courses.

Mason Tu 2-5 Fall/Winter/Spring

CTS/CRPC CM 531a, b, c

Pastoral Counseling II Seminar

A second year continuation of CM 530 including work in marriage, family, divorce, crisis, sexuality, and other counseling as well as a seminar experience in relating and integrating the insights of religion and psychology as they are revealed through the therapeutic experience. Pre-requisite: CM 530. Additional tuition charge may be required.

Mason Th 10-11:30, 3:30-5 Fall/Winter/Spring

CTS/CRPC CM 575a, b, c

Pastoral Care Practicum I

For course description consult Supervised Ministry offerings.

Mason TBAr Fall/Winter/Spring

CTS/CRPC CM 576a, b, c

Pastoral Care Practicum II

For course description consult Supervised Ministry offerings.

Mason TBAr Fall/Winter/Spring

CTU CMM 505

Advanced Practicum in Pastoral Counseling

For course description consult Supervised Ministry offerings.

Bush/Chiaramonte TBAr Fall/Winter/Spring

C. LITURGY AND WORSHIP

CTS CM 312

Church Worship Design and Leadership

A practicum focusing upon the analysis and development of effective worship materials, symbols, language, music, prayers, movement, liturgy, etc.

Zikmund MF 10:30-12 Fall

DEAN Ltg 332 (2)

Liturgical Structures and Forms

A study of the liturgical languages, formularies, actions, symbols, and utensils. Each is studied in its historical, symbolical, and practical uses.

Part of the course includes a bibliographical survey of the sources for the study of the Liturgy.

Falanga MTh 10-10:50 Fall

DEAN Ltg 341 (2)

Theology of the Liturgy

A presentation of the liturgy as the continuation of the Paschal Mystery; the culmination and the source of the life of the Church and of the Christian in the Church.

Persich TBAr Winter

DEAN Ltg 345 (1)

Liturgical Ceremonies I

A liturgical and rubrical study of the Roman Breviary, with emphasis upon the interpretation of the Psalms in their liturgical setting.

Fischer TBAr Spring

DEAN Ltg 346 (1)

Liturgical Ceremonies II

A study and supervised practice of the rubrics of the Eucharistic Celebration and of the Sacraments in preparation for ordination to the Priesthood.

Hartenbach TBAr Spring

NBTS PMC 541 [300 level]

Worship in the Church

This course is concerned with various aspects of worship in the church, from the theology of worship to the effective conduct of services. Consideration is given to traditional, liturgical, and free-church forms, and to contemporary patterns of worship. Special attention is given to baptism and the Lord's Supper, and to weddings and funerals. Requirements: reading; laboratory experience in communion; baptism; wedding; funeral; reading report; final examination.

Enright Th 10:45-11:20, Labs TBAr Winter

LSTC WO 325

Hymns in Worship

A course designed to survey the heritage of hymns which the Christian Church has developed over twenty centuries of history; to develop an appreciation of the many differing styles of the many best-known authors who have contributed, something about the differing styles of tunes to which they have been sung, and the ways in which they can be used to enhance personal and corporate worship in our own day.

Lundeen M 7-10 pm Spring

NBTS PMC 520 [300 level]**Introduction to Church Music**

The purpose of this course is to show the many ways in which the rich musical heritage of the church supports and expresses the faith of the church. Practical exposure and experience is a part of the course.

Eckert Th 9:30-10:20 Fall/Winter/Spring

JSTC DIVN 328**Practicum in Liturgical Planning**

For course description consult Supervised Ministry offerings.

Serrick TuF 1-2:30 Fall/Winter/Spring

JSTC DIVN 326**Liturgy Practicum: Eucharist and Homiletics**

For course description consult Supervised Ministry offerings.

Serrick MW 1-2 Fall

JSTC DIVN 327**Liturgy Practicum: Sacraments**

For course description consult Supervised Ministry offerings.

Serrick MF 1-2 Winter

MTS L 418 (2)**Theology and the Practice of Worship**

An introduction to the theology, history and practice of Christian worship. Special attention to the *Directory of the Worship of God* and the *Worshipbook* of the United Presbyterian Church in the U.S.A. Five week intensive, to be conducted during the first five weeks of the quarter.

Adj F 2-4:50 Fall

BTS C-471**Preaching and Worship**

For course description consult Preaching and Communications offerings.

Kennel Tu 4:45-6, 7-9:30 pm Fall

CTU HDS 515**Art of Christian Celebration**

A study of the nature of ritual and the laws of ritual development. Analysis of the constitutive elements of rite (sign and symbol, language, gesture, music, dance) and their relationship to the ministerial role in celebration. A consideration of certain problems and developments in liturgical experimentation.

Dorff TT 10:30-11:45 Spring

CTU CMM 518**Practicum in Liturgy**

An examination of the theology and the general principles pertaining to liturgical celebration and the proper role of the minister in liturgy. Study of ritual and practical considerations in the celebration of wedding, funeral and sacramental liturgies. Practical, moral, canonical and pastoral considerations pertaining to the sacrament of penance. Special treatment of the principles of Eucharistic celebration. Individual practical exercises in administration of penance and celebration of Eucharist.

Staff Th 2-4:30 Spring

D. PREACHING AND COMMUNICATIONS**BTS C-371****The Minister as Communicator**

A study of communication as interpersonal and intentional interaction with accent upon attitudes of communication as ministry/ministry as communication, as well as the communicator's own charisma. Principles and practices of effective communication are applied in the various situations of ministry. This experience consists of three hours in class and one hour in supervised laboratory work with the use of audio-visual equipment.

Kennel WF 8-9:20 Fall

NBTS PMC 542 [300 level]**Principles and Practice of Preaching I**

The course combines consideration of the theology of preaching and the nature of biblical preaching with the actual preparation and delivery of sermons. Student's manuscript sermons and preached sermons are evaluated by the class. Sermons delivered in class are videotaped to help students evaluate and improve their own preaching. Required: Sermon; reading; paper.

Enright Th 10:45-11:20, Labs TBA Spring

MTS L 305 (4)**Introduction to Preaching**

The proclamation of the Word in the Reformed tradition, its theology and practice. The place of preaching in the contemporary Church. Assigned readings in homiletics, the reading, hearing, and analysis of sermons. Consideration of

types and styles of preaching. The structure of sermons, approaches to sermon preparation, development of sermonic ideas, actual preparation of outlines and plans, and the writing of at least one sermon.

Adj W 2-4:50 Winter

MTS L 311 (4)

Practice Preaching

The preparation, writing, and delivery of sermons, the number depending on the size of class or sections. Class evaluation of sermons preached, their content, structure, and delivery. Use of video-tape recording of student preaching for viewing in conference with the instructor. Prerequisite: L 305.

Adj TT 11-12:50 Spring

CTS CM 301

Preaching Practicum

This course is designed for those who expect to be parish ministers. Participants will preach regularly. In addition to preaching, participants will consider their roles in corporate worship, weddings, funerals, baptisms, etc. The emphasis will be upon developing self-critical faculties for continued growth in the forms of ecclesiastical communication.

Kemper/Brightbill W 9-12 Spring

JSTC DIVN 374

Practicum in Preaching

A practicum in preaching homilies, sermons, and retreat talks, offered in the Spring Quarter for two hours a week. Use of audio and video taping; exploration of ways to construct, deliver and critique presentations; and arrangements for some presentations to be done in actual settings. Limited to 8 JSTC students, in third year theology and/or deacons.

Mainelli TBAr Spring

JSTC DIVN 326

Liturgy Practicum: Eucharist and Homiletics

For course description consult Supervised Ministry offerings.

Serrick MW 1-2 Fall

BTS C-471

Preaching and Worship

A laboratory course combining preaching and worship in a unified consideration. Emphasis is given to the study of classical and contemporary principles and methods of preparing and delivering sermons that speak to pastoral, prophetic and pedagogical needs; a search is made

for forms and styles for the free church as it celebrates the presence and power of God as experienced in the life of the community. Actual services that integrate theology, phenomenology and contemporary media are prepared and presented; audio and visual tapes are used for evaluation purposes and group analysis. (C-371, or equivalent, is a prerequisite)

Kennel Tu 4:45-6, 7-9:30 pm Fall

DEAN Spc 423 (1)

The Ministry of Preaching

The theory and practice of composing and delivering of a sermon. Units: the Ministry of Preaching; the Theology of Preaching; Steps in Sermon Composition; Principles of Relevance, Interest, and Support; the Selection and Use of Materials; Outlines; Introduction and Conclusion.

Miller F 9-9:50 Fall

DEAN Spc 424 (1)

Preaching the Homily

The nature of the homily is discussed. Methods of fulfilling the homiletic requirements are explained and practiced. Units: The Nature of the Homily; a Format for the Homily; Variety in the Style of the Homily; Total Environment of the Homily; Evaluation of the Homily.

Miller TBAr Winter

CTU CMM 455

Sermon Design: Methods and Theory

Study and practice in the basic elements of sermon production: creativeness in sermon preparation; determining the theme; organization; style; delivery; and judging results.

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LSTC PR 420

Christianity and Tragedy

A seminar which probes the relationship between a tragic sense and vision of life and a Christian one, and the bearing of this relationship on theological understanding and Christian proclamation. Basic readings are dramatic works of tragedy and selected sermons of Paul Tillich. Limited enrollment, admission only by approval of instructor. Initial session at LSTC.

Niedenthal Th 2-4:30 Fall

LSTC PR 425

The Novels and Sermons of Frederick Buechner

A seminar which investigates the language, form and theological implication of the stories and sermons of the contemporary novelist and

preacher, Frederick Buechner. Limited enrollment, admission only by approval of instructor.

Niedenthal Th 2-4:30 Winter

CTU CMM 450

Practicum in Preaching

A workshop style criticism of written and delivered sermons. Individual criticism and practice using video-tape equipment.

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DEAN Spc 433 (1)

Preaching Practicum I

Presentation of a homily to lay persons invited to the seminary for evaluation.

Miller Th 9-9:50 Fall

DEAN Spc 434 (1)

Preaching Practicum II

Presentation of a homily to lay persons invited to the seminary for evaluation.

Miller TBA r Spring

DEAN Spc 443 (1)

Preaching Practicum III

Preparation for and evaluation of preaching experiences, conducted in a discussion format. Taped recordings of actual presentations are evaluated.

Miller Th 8-8:50 Fall

DEAN Spc 444 (1)

Preaching Practicum IV

Practice in Priesthood ministries.

Miller TBA r Spring

M/L MIN 461

Practicum in Preaching and Worship

An exploration of worship and the role of preaching in worship, including sermon preparation and actual preaching.

Scholefield TBA r Spring

CTS TEC 412

Communication

For course description consult Theological Studies offerings.

R. Snyder TT 8:30-10 Spring

DEAN Spc 413

Basics of Communication

Review of the general principles and practices

of communication. Units: The Nature of the Communication Process; Voice Production; Voice - Melody, Time, Force; Bodily Action; Audience Analysis.

Miller TBA r Winter

DEAN Spc 414 (1)

Communication in the Christian Assembly

This course aims at strengthening the foundations upon which the seminarian can build his effective communication of the Word of God, conceived in the broad aspects of all the situations in which he will be responsible for the Word of God. Units: Oral Interpretation of the Word of God; Various Speeches, Interviews, Discussion, Drama, Radio, Television, Films; Teaching in General, and Religion Teaching in Particular; Retreats, Workshops, Institutes.

Miller TBA r Spring

BTS C-473

Mass Communication, Society and the Church

An analysis of contemporary media as art forms and social commentary and influence, and an exploration of the implications of this communication revolution for the church's education, worship and mission. Areas for investigation include theory, theology, creativity, effects, strategies, ethics, and controls of radio, television, film, print, advertising, public opinion and polls. Course approaches include seminars, conferences, productions and field trips. The class will participate in the day-long Conference on the Religious Use of Cable-TV to be sponsored by the Cluster and the Midwest Religious Broadcast Council on Thursday, November 13 at LSTC. Initial session at BTS.

Kenel Th 9:30-12 Fall

E. RELIGIOUS EDUCATION

CTS TEC 301

Christian Existence

For course description consult Theological Studies offerings.

R. Snyder TBA r Fall

M/L MIN 382**The Educating Ministry**

How do we grow people committed to ideas and ideals, emersed in ritual and ceremony, rooted in history, and convinced of being history makers, with the belief that individual welfare is linked to the welfare of others? Persons who can be defined as Un-Selfs?

Williams TBAr Winter

MTS CE 305 (4)**The Teaching Ministry of the Church**

A study of the teaching ministry of the church with attention to historical perspectives, educational theory, patterns of objectives, administrative procedures, and styles of teaching with the variety of age groups and situations.

Priester MW 11-12:50 Winter

NBTS PMC 501 [300 level]**Teaching Ministry in the Church**

This course is a general introduction to the theological and socio-cultural foundations of Christian education. Students are assisted in planning instructional objectives, teaching/learning experiences and practice teaching in a small group. Students prepare to teach one instructional unit from denominational curricula. Students may concentrate reading in one foundational area, final written examination and/or individual learning contract.

Jenkins WF 8-9:15 Winter

LSTC RE 330**Baptism, First Communion and Confirmation Ministry**

A study of the biblical, historical and doctrinal aspects of this ministry and its development in the church today. Particular emphasis will be placed on in-depth study of curriculum, teaching methods and programs for baptism, first communion and confirmation.

Bozeman MW 2-3:15 Fall

LSTC RE 342**The Bible and Christian Education**

A study of the nature and content of the Bible together with a pedagogy appropriate to an edifying use of the Bible.

Norquist MWF 12-12:50 Spring

NBTS PMC 507 [300 level]**Group Process in the Church**

An understanding of group process is achieved by the members functioning as a group with the teacher as a trainer/facilitator. Through readings, participation, and feedback students gain

insight into their interpersonal relationships and roles in groups. Students share leadership and gain experience with different leadership styles and techniques in facilitating personal growth and group goals. Students are expected to utilize group process principles in their leadership of small groups in church-settings. Readings: group leadership design and evaluation. Final examination or alternate learning contract.

Jenkins M 7-9:30 pm Fall

BTS C-399**The Development of Conscience**

A consideration of the biblical doctrine of conscience in comparison with various contemporary views of the development of moral judgment, especially those of Piaget, Erikson and Freud. The course focuses upon the stages of moral development and pathology as well as the implications of such development for the educational and pastoral care programs of the church.

Miller MWF 11:30-12:20 Spring

JSTC DIVN 381**The Valuing Process**

Values Clarification has more recently emerged as a key tool for ministry. This course deals with both the theoretical and skill components necessary for fostering effective valuing. By personally experiencing the valuing processes along with related readings and cognitive input, participants simultaneously explore their own values while learning methods they can use in their ministerial settings both now and in the future. This course, therefore, has two foci (1) discovery and development of one's own value system, and (2) learning the theoretical basis and pastoral strategies necessary to move ministerial situations from the fact and theory levels to the personal relevance of the values level. Requirements to be negotiated.

Myers W 10-12:30 Spring

NBTS PMC 502 [300 level]**Organization and Administration in Christian Education**

The course is a study in management theory and its application to church organization particularly as it relates to the educational program of the congregation. Students will study, observe and evaluate church-related educational programs and design and use evaluative instruments. The students will report on projects in

class. Evaluation based on individual learning contract.

Mull WF 1:10-2:30 Spring

BTS C-391

DEAN Th1 308

The Effects of Indigenization on the Principles of Religious Education

An examination of the nature and function of religious education in the wake of impending indigenization movements. Readings, discussion, lectures, and projects. Class sessions held at BTS.

Pero Th 11-12, 1-2:40 Spring

LSTC RE 425

Global Consentization and its Effects on Religious Education Relative to the Black Community

A careful study and evaluation of a pedagogical process by which a person or a people gain a new awareness of their own reality, the forces which objectify and oppress them within that reality, and the potentiality for becoming the subjects of their own liberation (redemption) as well as becoming the agents of change for religious education. Readings, discussions, lectures, projects.

Pero TT 8:30-9:45 Spring

BTS C-490

Curriculum of Christian Education

Heckman M 3:10-5:40 Winter

MTS CE 410 (4)

Resources for Church Education

Comparative Studies of materials for use in the development of teaching in the church.

Priester Th 2-4:50 Spring

MTS CE 404 (4)

The Teaching Ministry with Children

Studies in alternative ways to minister with children in the church. Attention will be given to programs of teaching, factors of growth and development, peer relationships, family and school.

Priester W 7-9:50 pm Winter

NBTS PMC 504 [400 level]

Teaching Children in the Church

This course is a combination of educational theory and practice in teaching children. An understanding of the development and growth of children is integrated into a teaching style and methodology appropriate to communicating faith to young children. Observation, evaluation and practice teaching are included

in the design. ABC curricula and that of other denominations are utilized. Requirements: a reading report; an observation and teaching experience with children; a project or a research paper and a final examination.

Maase Tu 7-9:30 pm Spring

MTS CE 420 (2)

Confirmation and Church Education

Attention will be given to theological understandings and ecclesiastical practices in confirmation as well as teaching programs leading to confirmation.

Priester M 11-12:50 Fall

MTS CE 405 (4)

The Church's Ministry with Youth

The bulk of the course will be workshops focusing on media, process designs, value clarification tools, role plays, improvisations, resources, games, liturgical dance and worship skills. Overviews and models will be presented for a ministry with youth. Youth will be present as enablers. Philosophy and practical implementation will be central to the course.

Myers M 2-4:50 Spring

NBTS PMC 505 [400 level]

Ministry with Youth

The purpose of this course is to extend the student's skills in teaching and ministry with youth. An intensive relationship with one young person requires at least an hour's interview each week and verbatim records are maintained. Students plan and carry out either a week-end youth retreat or a weekly youth club for teaching/learning experiences with youth. Students serve on a teaching team for leading a seminar session on assigned readings and reflection on interviews. The group develops an annotated list of resources for youth ministry. A notebook reporting and evaluating the above experiences is required.

Jenkins/Sattler M 7-9:30 pm Winter

JSTC DIVN 469

Practicum in Team Retreats for Adults

For course description consult Supervised Ministry offerings.

Dugan/Heineman/Kemp

Th 1-3 Fall

TBAr Winter/Spring

LSTC RE 455

Teaching Seminar

An advanced seminar for the student to specialize in the practice and critique of his/her teaching. Students will have an on-going teach-

ing experience during this quarter and will use the seminar hours to evaluate that teaching by peer review, analysis of tapes of sessions, exploring additional options for teaching, and analysis of theory and methodology.

Bozeman MWF 11-11:50 Spring

NBTS PMC 503 [400 level]

Methods of Teaching

Students will seek to integrate a teaching style based on: (1) a theory of learning; (2) writing behavioral objectives; (3) designing teaching/learning experiences; and (4) evaluation of educational outcomes. Students will plan an instructional unit using the ABC or other denominational curricula resources. The class will become a teaching laboratory for students where appropriate. Other teaching settings may be arranged. Practice teaching credit for additional quarters may be arranged. On site supervision and curricula resources must be approved in advance.

Jenkins MWF 11:30-12:20 Fall

CTU CMM 560

The Interpretive Dimension of Ministry

A seminar dealing with the understanding of ministry, its functions, and in particular with the problems related to understanding, translating, and communicating the Christian message in educational ministry. Limited to 12 students.

Mainelli MW 2-3:15 Winter

MTS CE 502 (4)

Learning Theory and Church Education

A critical examination of prominent learning theories in relation to the theory and practice of teaching in the church.

Priester F 2-4:50 Fall

CTU CMM 563

Structuring a Parish Model of Educational Ministry

A seminar exploring the practice of parishes in educational ministry, and developing theological principles for critiquing these practices and toward a model for more effective ministry to the total parish. Will entail some work in developmental theories, models of the church, and organizational principles. Limited to 12 students.

Mainelli MW 2-3:15 Fall

NBTS PMC 509

Research Seminar in Christian Education

Advanced students may design an independent course of study. The seminar will meet to share

research designs, review and evaluate project reports. Discussion on major issues in the field will assist the student to integrate learnings from other courses. Preparation will be made for the special field examination.

Jenkins Th 1:10-3:40 Winter

DEAN Tpw 504 (6)

Extended Religious Education and Practicum

For course description consult Supervised Ministry offerings.

Piacitelli/Falanga Field + Th 10:10-11:30
Fall/Winter/Spring

For additional courses consult the offerings of the Center for Studies in Religious Education, pp. 109-111.

F. ORGANIZATION AND ADMINISTRATION

MTS CA 309 (4)

Polity, Politics, Presbyterianism

An introduction to Presbyterian polity, including preparation for the standard Ordination Examination. Includes a study of the historical, theological and political basis for the rules and procedures by which the church does its work. Contemporary trends in the development of polity will be included.

Worley M 2-4:50 Fall

NBTS PMC 502 [300 level]

Organization and Administration in Christian Education

For course description consult Religious Education offerings.

Mull WF 1:10-2:30 Spring

BTS C-484

Church Organizational Behavior

Using the biblical concepts of the kingly work of Christ and the body of Christ as an organism, this course will view church organization as a strategic approach to revitalizing the congregation. Both theory and practice will be involved.

Wieand 3 weekends, TBA Winter

LSTC RE 430

Church Administration: Congregation, Synod and Churchwide

A study of church polity and administration in

the Lutheran Church from the historical and practical perspectives. Principles of Organizational Development will be used to study the policies and administrative life of the church and the functioning of the pastor and the laity.
Bozeman MW 2-3:15 Winter

MTS CA 414 (4)

Congregational Administration

An introduction to the dynamic behavior of congregations with emphasis on theology, concept, skills, and tools needed for effective management.

Worley M 2-4:50 Spring

G. CHURCH AND COMMUNITY

CTS TEC 320

Social Transformation: Church and Community

For course description consult Ethical Studies offerings.

Meyners TBAr Fall

MTS MM 312 (4)

Evangelism, Social Action and Stewardship

A study of the church as God's agent in society, including witnessing, service, reconciliation and confrontation. Students will be expected to develop their theologies to unite the congregation in love and service. Specific attention will be given to the program resources of the United Presbyterian Church, USA, in preparation for the Standard Ordination Examinations.

Dudley WF 11-12:50 Spring

NBTS PMC 551 [300 level]

Contemporary Evangelism

This course is designed primarily as an action/interaction/reaction course in the field of contemporary evangelism, focusing on the evangelistic mission of the church today. Various procedures and methods will be used; testing and examination of available tools and materials; role playing; psychodrama, and problem solving. Guest lectures will be featured for specialized types of evangelism; field trips to significant outposts will be made. Required: reading and research paper.

Brown Th1:10-3:40 Fall

MTS MM 432 (4)

Small Congregations

Study of problems and resources for congregations under 250 members with limited growth potential: including congregational life and leadership, unique program and resources beyond survival, and a variety of alternatives

for expansion of the budget, pastoral leadership, through fraternal churches, yoked parishes, lay pastors and tentmaking ministries.

Dudley M 7-9:50 pm Winter

MTS MM 406 (4)

Church Strategies in Changing Communities

Study of the causes and patterns of changing communities, and the alternative strategies available to the church. Special attention will be given to the variety of resources and options available to the congregation and to regional church judicatories, and to the consequences of various decisions which churches have made. Open to pastors, laypersons and students.

Dudley Sat 10-12 noon Winter

MTS MM 411 (4)

Dual Professional Competency Seminar

For course description consult Foundations and Functions of Ministry offerings.

Dudley W 7-9 pm Spring

NBTS CHT 523 [400 level]

The Church and Social Change

A study of the role of the Christian Church in affecting social change, both in the past and the present. A significant part of this study will focus on the roles of Black churchmen and Black congregations as change agents. Each student will be expected to present a paper to the class, embodying significant research and reflection. Assigned readings will be discussed.

Blanford Th 7-9:30 pm Spring

NBTS PMC 554 [400 level]

Practicum in Urban Church and Ministry

The aim of this course is to glean understandings of the role of the urban church in contemporary society; and to provide usable tools to assist local congregations in formulating goals relative to their own unique understanding and acceptance of its mission as the church of Christ. Special emphasis will be placed upon achieving the above objectives within the context of the Black church.

May Th 7-9:30 pm Fall

For additional course consult the offering of the Institute on the Church and Urban-Industrial Society, pp. 111-112.

H. CANON LAW

DEAN Law 315 (2)

Principles of Law

The introductory part deals with the dogmatic

basis of canon law, its nature, history, sources, and bibliography. In this part of the course canon law is presented as an effort on the part of the Church to bring the teaching of Christ into the life of the ecclesial community. From this point of view canon law is a part of practical theology, like catechetics, preaching, moral and pastoral theology, etc. After these fundamental concepts a brief history of canon law and its sources is given and, finally, the student becomes acquainted with the general bibliography as a tool for his study.

Danagher MW 9-9:50 Winter

CTU HDS 447

Church and Structure: Theology and Law

A study of ecclesiological thought and attempts to concretize the theory, particularly in legal structures. The course involves historical survey, as well as examination of the contemporary tensions between theory and structure. Treats theory and practical problems of interpretation of law in the contemporary Church.

Bonner TT 12-1:15 Fall

CTU CMM 420

Legal Aspects of the Sacraments

A survey of present canonical prescriptions, conciliar norms and current practical application of legislation regarding the administration and reception of the sacraments. Particular emphasis on matrimonial law and practice.

Bonner TT 9-10:15 Fall

Bonner TT 10:30-11:45 Spring

DEAN Law 418 (2)

Administrative Law

This includes the whole third book of the Code, with the exception of sacraments and sacramentals, sacred seasons, vows and oaths, and benefices. It deals with sacred places, divine cult, ecclesiastical magistracy, Church institutions and temporal good of the Church.

Danagher MW 9-9:50 Fall

DEAN Law 419 (2)

Procedures and Penalties

In order to do efficient work among his people, the priest must know not only the rights and duties of various persons in the Church, but also the way in which these rights and duties are enforced; he must have the basic knowledge of procedure, and a more specific knowledge of procedures frequently used in the Church, such

as matrimonial procedure and due process. The Church will retain a certain number of penalties. The priest must understand their nature, their purpose, and the cases in which they are incurred in order to prevent his people from incurring these penalties and to help them in their reconciliation with the Church.

Danagher MTh 9-9:50 Spring

I. THEOLOGICAL LIBRARIANSHIP

MTS Bb 402 (4)

Theological Librarianship

Consideration will be given to such areas as the role of the library in education for ministry, theological reference materials, budgetary control, and other aspects of seminary library administration; sources, and problems in classification and cataloging; attention will be also given to the development of a theological point of view on information science. Basic library courses in reference and cataloging are pre-requisite.

Schmitt/Hilgert/Hilgert Th 2-4:50 Winter

J. SUPERVISED MINISTRY

CTS CM 333

Pastoral Counseling Practicum

For advanced students who are doing counseling. Verbatims and tapes by the students are the data for reflection on the theory and practice of pastoral counseling. Admission only by approval of instructor.

Anderson TBAr Winter

CTS CM 370a

The Young Child and the Family

Clinical experience in helping young children with the growing they are working on. One full morning a week in the Nursery School and a conference with staff at noon to talk over the morning. Also an hour-and-a-half class session once a week to work on theory and practice. Prerequisite: TEC 301. Clinical credit awarded.

M. Snyder TBAr Fall/Winter/Spring

CTS CM 370b

The Young Child and the Family: Advanced Work

For those who want further experience and deeper knowledge of theory. One full morning in the Nursery School plus staff conferences.

Prerequisite: CM 370a. Clinical credit awarded.
M. Snyder TBAr Fall/Winter/Spring

CTU CMM 380, 385, 390

Pastoral Work Program

The pastoral work program provides guided exposure to the social and ecclesiastical scene in Chicago through direct experience of select ministerial activity. Reflection on this experience is correlated with course work being taken. Six to eight students are grouped into a team headed by a theological reflector.

Staff TBAr Year Long

DEAN Tpw 310 (0)

Introduction to Pastoral Care

Orientation to TPW (Training in Pastoral Work), introductory readings, and lectures, with intensive experiences and site visits to programs for disadvantaged people.

Piacitelli Tu, Field Fall

DEAN Tpw 311, 312 (2 each quarter)

Pastoral Care of the Disadvantaged

Varied experiences in helping activities as sponsored by social and community organizations in the Chicago area. Full working day; once each week, in centers participating in care offered varied ethnic groups living in disadvantaged circumstances. Guidance in work with youth, adults, aged, given by agencies' staff personnel. Reports and supervisory seminar at DeAndreis once each week.

Piacitelli TT, Field Winter/Spring

JSTC DIVN 328

Practicum in Liturgical Planning

Engages the participants in planning and executing parochial liturgies with appropriate supervision. Evaluative procedures include video-taping actual celebrations and interviewing those who participate in the liturgies. Operative theories in the art of celebration emerge for critical appraisal in the course of the practicum. Limited to 6 students.

Serrick TuF, 1-2:30 Fall/Winter/Spring

JSTC DIVN 326

Liturgy Practicum: Eucharist and Homiletics

Intended for those who are approaching ordination to the priesthood. It encompasses the art of presiding at the Eucharist and leading community celebration. Homiletics is handled as an organic part of this presidential style. Workshop activities are coupled with critical appraisal and peer evaluation. Limited enrollment.

Serrick MW 1-2 Fall

JSTC DIVN 327

Liturgy Practicum: Sacraments

Designed for those students who are approaching ordination to the priesthood or those who will be engaged in parochial work in various capacities. Encompasses the art of preparing and leading community celebrations of the sacraments other than the Eucharist as well as various forms of community prayer and para-liturgical services. Limited enrollment.

Serrick MF 1-2 Winter

JSTC DIVN 374

Practicum in Preaching

For course description consult Preaching and Communications offerings.

Mainelli TBAr Spring

MTS PC 335 (4)

Ministry Laboratory: Socially Maladjusted Youth

The course is a basic one in the ministry of caring, which includes "laboratory" experience with a particular population as well as a seminar for reflection and discussion. The course will be held off campus and will involve the chaplain (or another staff person) in the locale of the course. The purpose is to explore the meaning of pastoral care with a specific group of people, which involves deepening self-knowledge on the part of the "pastor" as well as learning more specifically the needs of the persons the pastor seeks to serve.

Stettner/Adj F 2-6 Winter

MTS PC 337 (4)

Ministry Laboratory: Older Persons

The course is a basic one in the ministry of caring, which includes "laboratory" experience with a particular population as well as a seminar for reflection and discussion. The course will be held off campus and will involve the chaplain (or another staff person) in the locale of the course. The purpose is to explore the meaning of pastoral care with a specific group of people, which involves deepening self-knowledge on the part of the "pastor" as well as learning more specifically the needs of the persons the pastor seeks to serve.

Stettner/Adj F 2-6 Spring

CCTS 490A,B,C, (4 each quarter)

Ministry Laboratory: Religion and Health

This seminar will be devoted to exploring issues of religion and health as they are found in dialogue with our contextual experience of ministerial praxis in pastoral visitation and care at

Illinois Central Community Hospital. This year-long course may be taken for one or more quarters, as a student desires. Students will be assigned to rotating services (medical, surgical, etc.) in the hospital, and will spend approximately three to four hours weekly engaged in pastoral care in the hospital. There will also be a weekly two-hour reflection seminar led by the course faculty. In addition, students will be involved in appropriate hospital events, including a general orientation period, participation in patient-centered conferences with other health care professionals, auditing of grand rounds, and participation in general in-service and continuing education programs as seems appropriate to the interest of both students and hospital staff. Students will also prepare contact-reports and have an opportunity to conduct chapel services in the hospital. Reflection Seminar meets Friday, 3-5 pm; Patient-Centered Conferences usually meet Friday 1-3 pm. An all-day orientation session (9 am - 4 pm) will be held the first Friday of each quarter: Fall, October 3; Winter, January 9; Spring, April 2. Course will meet at Illinois Central Community Hospital, Classroom 16, 5800 S. Stony Island Ave., Chicago. Enrollment limited to 8 students; admission only by approval of instructors.

Fichette/Schneider/Stettner/Mendes

F 1-5 + Lab

Fall/Winter/Spring

CTS CM 470

Clinical Pastoral Education

(In conjunction with Clinical Pastoral Education Centers of the ACPE.) C.P.E. may be used as preparation for parish ministry, chaplaincy, teaching, counseling, and certification as a C.P.E. supervisor. It brings the student into supervised encounter with persons in crisis in order that "living human documents" might be studied in relation with scientific methods and theological perspectives. (Under certain conditions CTS students may be allowed up to 2 academic credits after successful completion of the program. Clinical credit also awarded.)

Staff

TBA

Year Long

CTS CM 471

Family Pastoral Care

(In conjunction with Swedish Covenant Hospital and the Family Institute of Chicago.) A two-year program (7 quarters or 21 months) with six quarters of participation in C.P.E. and the added dimension of training in the theory

and practice of family therapy, to increase knowledge of families and effectiveness in dealing with family problems. (Under certain conditions CTS students may be allowed up to 2 academic credits after successful completion of the program. Clinical credit also awarded.)

Staff

TBA

Year Long

CTS CM 480 (1)

Case Conference and Workshop in Professional Ministry

The case conference will meet 5 times each quarter in which students will report on the nature and function of ministry in their clinical placement, in dialogue with faculty and student respondents. The workshop will occur once each quarter as an all-day session. It will be focused on a single issue in ministry about which the class sees the need for further investigation. In the third quarter the student will be required to present a paper outlining a viable concept of ministry. One academic credit will be offered for the completion of three-quarters' participation. Open only to CTS students, who may enroll in either of the first two quarters without credit. Designed primarily for third year students, it is open to others by approval of the instructor.

Meyners

T 4:30-6

Year Long

CTU CMM 406

Practicum in Basic Types of Pastoral Counseling

A prerequisite for this offering is CMM 405, or equivalent. The course is a practicum; with emphasis in the practicum on reality practice role-play, relative to specific types of pastoral counseling situations. Follow-up is offered in the form of evaluation sessions. Verbatim reports will also be required, and evaluation will be given in both individual and group sessions.

Newbold

TT 12-1:15

Spring

CTU CMM 450

Practicum in Preaching

For course description consult Preaching and Communications offerings.

TBA

TBA

TBA

CTU CMM 480, 485, 490

Field Education Project I, II, III

With reflective seminar W or Th, 1:30-3

Year Long

CTU CMM 497

Pastoral Internship (PI)

A two-quarter pastoral internship for priests, deacons, and non-ordained ministers under the

guidance of qualified supervisors. The internship begins with a workshop in which the interns and supervisors together plan and contract for the goals, tasks, and methods of evaluation of the intern experience. There is a regular schedule of reports to and evaluation by the supervisor and CTU Director of Field Education during the course of the program. Further details are available from the Office of the Director of Field Education.

By Arrangement

DEAN Twp 420 (2)

Pastoral Care of the Mentally Ill

Day-long (working hours) experience once each week, with sampling of dimensions of Clinical Pastoral Education, is the setting of a psychiatric hospital, with seminars, lectures, work reports on pastoral visitation of patients; group discussions; supervision on job by Chaplain Supervisor and at DeAndreis through peer-group supervisory seminar once each week. (Limited to nine students in group).

Piacitelli Th, Field Fall/Spring

DEAN Tpw 421 (2)

Pastoral Care of the Physically Ill

Same as Tpw 420 but in the setting of a general hospital. (Limited to nine students in group).

Piacitelli Th, Field Fall/Spring

DEAN Tpw 440, 441, 442 (2 each quarter)

Pastoral Care Through Deaconship

Open to those who have completed 310 and 420 sequences and have been ordained deacons. Based on experience of being deacon, and on functioning as deacon, particularly in setting to which deacon has been assigned for weekend duty and for giving assistance in other ways compatible with scholastic responsibilities. Reflection each week in seminar by peer group on sermons as delivered and recorded in Sunday worship and on other reports based on experiences in role as deacon. Individual supervisory sessions bi-weekly.

Piacitelli Field Fall/Winter/Spring

JSTC DIVN 469

Practicum in Team Retreats for Adults

This practicum in team retreats for adult groups will be supervised by Srs. Irene Dugan, r.c., Gloria Heineman, r.c., and Joyce Kemp, r.c. Students will be assisted in the planning and preparation of team retreats for a variety of adult groups. The use of media, group dynamics, and individualized guidance and

direction will be part of the experience. *The practicum extends through all three quarters*, and each student will participate in three week-end retreats and a Lenten series during the courses of the year. The practicum will begin with an introductory group weekend experience at the Longwood Cenacle, September 26-28. A Spring Quarter seminar will develop out of the experience of giving the retreats. Topics will be decided in collaboration with the student participants. Limited to nine students. Interview with supervisors required before registration. (For non-JSTC M.Div. students, equivalent to nine quarter hours Supervised Ministry.)

Dugan/Heineman/Kemp Th 1-3 Fall
TBAr Winter/Spring

LSTC PC 410

Pastoral Counseling

For course description consult Pastoral Care and Spiritual Direction offerings.

Swanson WF 2-4:45 Fall

LSTC RE 455

Teaching Seminar

For course description consult Religious Education offerings.

Bozeman MWF 11-11:50 Spring

M/L MIN-404

Supervision in Pastoral Care: Case Study

Conference for Returning Interns and C.P.E. Students

Each participant will present a case study from the internship or C.P.E. experience, with attention to personal development, vocational identity, and institutional and theological issues.

Schneider F 1-4 Fall

M/L MIN-461

Practicum in Preaching and Worship

For course description consult Preaching and Communications offerings.

Scholefield TBAr Spring

CTS CM 570 (2)

Clinical Course and Case Conference

Seminar discussions will deal with the analysis of case materials prepared by students arising out of their clinical situations. Open only to CTS students.

Foster/Schroeder F 2-5 Winter

CTS/CRPC CM 575a, b, c

Pastoral Care Practicum I

Provides a supervised experience of the participant's counseling activities. The course

provides individual one-to-one supervision, peer supervision, clinical case conferences, and open agenda peer conferences. CM 575b and CM 575c continue the experience in the Winter and Spring quarters. Pre or Co-requisite: Cm 530 a, b, and c, and approval of instructor. May provide clinical credit. Additional tuition charge may be required.

Mason TBAr Fall/Winter/Spring

CTS/CRPC CM 576a,b,c

Pastoral Care Practicum II

A second year continuation of CM 575. May provide clinical credit. Pre-requisite: CM 575, and approval of instructor. Additional tuition charge may be required.

Mason TBAr Fall/Winter/Spring

CTS CM 585 (2)

Clinical Course and Conference on Professional Papers

Presentation and discussion of professional papers. Open only to CTS students.

Meyners F 2-5 Spring

CTU CMM 505

Advanced Practicum in Pastoral Counseling

Prerequisite is CMM 405, or equivalent. The

practicum requires enrollment for all three quarters. It consists of live counseling of high school students, with on-going supervision on a weekly basis.

Bush/Chiaromonte TBAr Year Long

CTU CMM 518

Practicum in Liturgy

For course description consult Liturgy and Worship offerings.

Staff Th 2-4:30 Spring

DEAN Tpw 504 (6)

Extended Religious Education and Practicum

Seminar in theological and psychological techniques underlying religious education of young adults. Research aimed at working out normative standards for viable curricula for use in CCD programs at high school level and at educating lay leaders to conduct CCD at this level.

Piacitelli/Falanga Th, 10:10-11:30 + Field
Fall/Winter/Spring

For additional placements consult offerings of the Center for Studies in Religious Education, pp. 109-111, and the Institute on the Church and Urban-Industrial Society, pp. 111-112.

CLUSTER PERSONNEL

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- MARTHA SNYDER (CTS) *Clinical Instructor; Director, CTS Nursery School*
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- ROBERT IRA TOBIAS (LSTC) *Associate Professor of Ecumenics and Director of Doctor of Ministry Program and of Continuing Education*
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sity of Chicago; Marquette University; Municipal University of Omaha; Uni-
versity of Nebraska.

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- LOWELL CHARLES ALBEE, Jr. (LSTC) *Librarian*; (Jesuit/Lutheran/McCormick Libraries) *Coordinator of Readers Services*
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L.Hist.E., Pontifical Gregorian University, Rome; M.A.L.S., Rosary College.
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 sity; Spalding College.
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 Litt.D., Alma College; Study, University of New Mexico; Union Theological
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 cago Theological Seminary.
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ANNOUNCEMENTS

CLUSTER LIBRARY SERVICES

The Cluster supports a vigorous library program which provides many benefits to students and faculty. The combined Cluster library collections comprise over 775,000 volumes and represent one of the largest collections among theological consortia in the nation. A Union List of 1600 current periodicals assist Cluster library users in locating desired titles, and all Cluster library users have access to the Cluster Union Catalog of holdings acquired since July 1972, which is located at the Jesuit/Lutheran/McCormick Libraries. The loan of books or periodicals between Cluster schools is facilitated by the use of an interlibrary teletype and courier system, and direct access to all Cluster libraries is provided by a Cluster I.D. card. A staff of twenty library professionals with various subject specializations is available to assist users with reference and research problems. The Cluster libraries have uniform policies for loan periods, care of reserve books, reference books, periodicals and costs for photocopying.

Other Cluster library cooperative programs that benefit users are a coordinated joint acquisitions program for books, periodicals, and monograph series. A joint acquisitions list - *Current Acquisitions for Theological Education* - is published six times a year.

Beyond the Cluster library resources are those of other Chicago seminaries and universities, the Chicago Public Library, Newberry Library, and John Crerar Library.

Each Cluster library has its special subject strengths or collections. Below is a brief description of the kinds of special holdings to be found in the Cluster:

- * **Bethany Theological Seminary:** Special strengths in Brethren history, Pietism, peace studies, and psychological journals. Special collections are the Abraham H. Cassell Collection of 19th century historical and theological books and pamphlets, and the Huston Bible Collection, which represents over four hundred volumes with numerous editions of the English Bible.
- Catholic Theological Union:** Special collection strength in the subjects of Scripture, patrology, canon law, and missiology.
- Chicago Theological Seminary:** Collection strength in ethics, sociology of religion, psychology and personality sciences. Special collections are in Congregational and Puritan studies and Hebraica.
- DeAndreis Seminary:** Collection strength in Vincentiana, Scripture and Catholic church history.
- + **Jesuit School of Theology:** Special collection strengths in Jesuistica, modern and contemporary continental philosophy, patristics, medieval scholastic theology and Catholic systematic theology.
- + **Lutheran School of Theology:** Collection strength in church history, theology, Lutheran Orthodoxy, Pietism, and recent continental theology. Special collections of published and unpublished materials related to the history of the Lutheran Church in America, United Lutheran Church, Augustana Evangelical Lutheran Church, American Evangelical Lutheran Church (Danish), and the Finnish Evangelical Lutheran Church (Suomi Synod). Gruber Collection of Greek MSS from the 9th-15th centuries; early editions of German and English Bibles.

- + **McCormick Theological Seminary:** Collection strength in biblical studies including biblical archaeology, Reformation, patristics, and Evans *American Bibliography* in microprint. Special collections include Presbyterian and the Condit and Simms English Bible Collections.
- Meadville/Lombard Theological School:** Collection strengths in Unitarian materials, social ethics and history of religions.
- * **Northern Baptist Theological Seminary:** Collection strengths in Baptist history. Special collections consist of Baptist Association records, American Baptist Convention records, Danish and Norwegian Baptist Seminary material; A. T. Olmstead Collection in Ancient Near Eastern Languages and Literature.
- * The libraries of Bethany and Northern Baptist will be combined into a joint library with integrated staffs and collections on the Bethany campus by September 1975. The new joint library will be known as The Library of Bethany and Northern Baptist Theological Seminaries: A Combined Learning Resource Center.
- + The library of McCormick will be combined with the Jesuit and Lutheran libraries into a joint library with integrated staffs and collections on the Lutheran campus by September 1975. The new joint library will be known as The Jesuit/Lutheran/McCormick Libraries.

CLUSTER WORLD MISSION INSTITUTE

The sixth annual Cluster World Mission Institute will be held April 4-10, 1976. With ecumenical and international leadership, the Institute brings together students, missionaries, pastors, administrators, and scholars to identify and propose solutions for problems and concerns that are of transcultural and international import.

Institute topics in recent years have included The Role of the Missionary, Mission in One World, and Evangelization and Human Development in the Third World. A list of available publications, manuscripts, and cassette tapes related to previous Institutes may be obtained from the Cluster office.

The Cluster International Programs Committee, assisted by the Cluster International Programs Coordinator, is engaged in selecting the topic and designing the program for the Institute in 1976. Announcement of full particulars will be made upon their availability.

The Cluster World Mission Institute is an integral component in the network of resources available to assist persons to understand the mission and ministry of the church in global perspective and to communicate Christian faith in cultures and subcultures other than their own. As such, the Institute complements the Cluster Area of Concentration in Cross-Cultural Communication; the regular World Mission Studies course offerings; and various special programs planned by, with, and for international students and visiting faculty and lecturers from other nations.

CLUSTER THEOLOGICAL LANGUAGE COURSES

In addition to the courses in biblical languages listed among the regular course offerings, non-credit courses in French, German and Latin are offered through the Cluster during the Winter quarter and during such other quarters as may be warranted by the level of student interest. The aim of the courses is to assist students to achieve facility in reading theological literature in the respective languages. Such

facility is frequently employed to fulfill language requirements for certain degree programs. A nominal fee is charged. For further information contact the Cluster office.

CENTER FOR ADVANCED STUDY IN RELIGION AND SCIENCE

The Center for Advanced Study in Religion and Science (CASIRAS) is an independent incorporated institution with an Advisory Board comprised of approximately one hundred internationally renowned scholars and scientists representing all major disciplines of scientific inquiry. Since 1970, CASIRAS has developed an increasingly close affiliation and effective working relationship with the Chicago Cluster of Theological Schools.

The purposes of such cooperative relationship are (1) to achieve greater integration of scientific views of the nature of persons and their world with the convictions by which persons make their fundamental decisions -- thereby to revitalize and universalize the long-evolved wisdom and power inherent in the religious dimension of culture -- and (2) to enrich the education of persons preparing for and engaged in ministry by enabling them to participate in the processes of investigation and reflection through which such integration and revitalization may be realized. The involvement of CASIRAS in the following endeavors reflects such purposes:

Advanced Seminar in Theology and the Sciences. The seminar was begun at Meadville/Lombard Theological School in 1965 under the direction of Ralph Wendell Burhoe, and is one of the precursors of Cluster faculty and student involvement in an interinstitutional and interdisciplinary research and development project. The seminar and related conferences have provided Cluster personnel with opportunities for small-group discussion of new insights from the sciences for understanding human nature and destiny with such internationally distinguished scientists (including some Nobel Prize winners) as: H. Stanley Bennett, David Bidney, J. Bronowski, Sanborn C. Brown, Donald T. Campbell, Theodosius Dobzhansky, Alfred E. Emerson, Sir John Eccles, Clifford Geertz, Benson E. Ginsburg, Garrett Hardin, Sir Alister Hardy, Hudson Hoagland, Dwight J. Ingle, Aharon Katchalsky-Katzir, Kirtley F. Mather, Hermann Joseph Muller, Michael Polanyi, Van Rensselaer Potter, C. L. Prosser, Harlow Shapley, Sol Tax, George Wald, and Anthony F. C. Wallace. Many of the papers shared by such scholars in the context of the seminar have been published in *Zygon* or elsewhere and represent keys to new breakthroughs of the wall separating religious and scientific understanding. Local and other theological faculty have also employed the seminar as a forum for presenting outstanding papers which foster pioneering understandings of a more positive relation of religion and science and which, upon publication, constitute a growing literature for such breakthroughs. A description of the current seminar offering, CCTS 572: Advanced Seminar in Theology and the Sciences, may be found on p.26.

Fellows and Associates. A limited number of theologians and scientists from local as well as from West and East Coast institutions have been appointed Fellows and Associates of CASIRAS, sometimes for a sabbatical year, where they have written papers and books with the benefit and guidance and critical review by others associated with the Center. Several ministers have also come to

CASIRAS as Associates for extended periods of continuing education. Their readings and discussions have similarly led to significant papers in the field, some of which have been published.

Courses. From its inception CASIRAS has provided team-taught courses for Cluster students pursuing basic professional degrees. In 1970-71 the Center pioneered in organizing the Cluster's first year-long sequence, "Man and His Environment," which involved 12 faculty from 5 seminaries and an ecologist from a neighboring university, together with some 20 students from 5 schools. Other inter-institutionally team-taught courses have followed, and a description of the current offering, CCTS 472: Communicating the Gospel in an Age of Science, may be found on p. 26.

In addition to offering courses on the basic professional degree level, CASIRAS has been involved in thesis advising for advanced academic degrees. Moreover, from the outset CASIRAS has participated with faculties of Cluster schools in academic planning, including the development (1) of professional degree program course offering outlines for students preparing for ministry and for clergy engaged in continuing education; (2) of academic doctoral programs for future teachers and researchers; and (3) of postdoctoral programs for faculty.

Conferences and Symposia. For many years CASIRAS, together with its affiliated membership society, the Institute on Religion in an Age of Science (IRAS), has organized conferences and symposia on religion and the sciences. Among the more recent of such endeavors is a conference generated by four members of local theological faculties under the chairmanship of Philip Hefner of the Lutheran School of Theology at Chicago. Dealing with "The Human Prospect: Heilbroner's Challenge to Religion and Science," certain of the conference papers are published in *Zygon* (September, 1975). Many less formal discussions, including occasional ad hoc gatherings with unusually creative leaders in the field who are visiting in the Chicago area have also been arranged for students and faculty of the Cluster.

Publishing. CASIRAS and IRAS are the joint publishers of *Zygon, Journal of Religion and Science*, edited by Ralph W. Burhoe. The journal has been published at the University of Chicago Press since 1966; its editorial offices are housed with the Cluster. Communications from religious and scientific personnel indicate that this journal, whose back-issue sales have been highest among the 33 journals of the University Press, constitutes an unusually valuable resource for those concerned with the new thrust to vitalize the religious message by rejoining religious and scientific knowledge.

Guided Research and Study. CASIRAS makes available through the Cluster opportunities which are unique among American theological schools for guided research and study in the area of theology and the sciences.

For further information contact Dr. Ralph Wendell Burhoe, Director, Center for Advanced Studies in Religion and Science, 1100 East 55th Street, Chicago, Illinois 60615. Phone: (312) 667-3500.

CENTER FOR STUDIES IN RELIGIOUS EDUCATION

Programs for Parish and Educational Ministry

The Center for Studies in Religious Education (CSRE) sponsors and offers:

- Supervised Internships in parish and educational ministry as alternates or supplements to the CPE experience;
- Tutorials in Educational and Pastoral Ministry

- Workshops, Retreats, and Renewal Programs for Parishes and their staffs

Center Courses

CSRE 412 **Tutorials and Guided Readings in Selected Areas**

Offered in any quarter of the academic year by arrangement with the Center at the regular Cluster registration periods, and with the approval of the school of primary registration. Regular Cluster cross-registration procedures should be followed. Tuition \$150.00.

Center Internships

(All Registrations by May 31 of each year for all of the following year.)

CSRE 505 **Parish Supervised Internship (PSI)** Two Sessions Yearly

An internship in a Chicago or suburban parish as a regular staff member, with professional supervision by the Center, and directed toward the full exercise of the pastoral ministry. Special emphasis given to the personal, spiritual, social, liturgical, interpretive, and theological functioning of the ministry. Skills receiving attention are preaching-teaching, counseling, organizational processes, ministry with adults, peer group and staff interaction.

Applicants must be entering their third year of theology and/or be deacons. No fewer than three interns, nor more than six each session.

Nine (9) Quarter Hours Credit, with one or two concurrent courses encouraged during each academic quarter.

Two Sessions Yearly: August through December; January through May.

CSRE 515 **Advanced Parish Supervised Internship (APSI)** Two Sessions Yearly

Individually designed for and restricted to those who have had PSI, or who have had at least three years of parochial experience, or who are Doctor of Ministry candidates. Participants will function as associate supervisors for PSI as well as develop with the Center their own program for ministerial growth. Limited to two interns each session.

Nine (9) Quarter Hours Credit, with one or two concurrent courses encouraged during each academic quarter.

Two Sessions Yearly: August through December; January through May.

Note: Interns desiring a full year program can register for PSI and APSI.

CSRE 500 **Pastoral Teacher Education (PTE)** Winter-Spring Only

An internship in educational ministry with three options: 1) ADULT EDUCATION INTERNSHIP (AE): developing, promoting, and executing models of adult education for parishes and other situations; 2) PARISH EDUCATIONAL INTERNSHIP (PE): working with a parish on the total educational program in all its aspects; 3) HIGH SCHOOL INTERNSHIP (HS): teaching and participating in the total pastoral program at a parochial high school. All three options are directed toward the practical, critical, theological, and pastoral skills

called forth by educational ministry in all its dimensions, i.e., developing the Christian community, designs for educational ministry, and ministering to the needs of others.

Nine (9) Quarter Hours Credit, with one or two concurrent courses encouraged each quarter. For each *option* there must be no fewer than three interns, nor more than six. Open to all students who have completed one year of theological education.

One Session Annually: January through May.

CSRE 510 Advanced Pastoral Teacher Education (APTE) Winter-Spring Only
An individually designed internship for those who have had PTE or at least three years of experience in parish or school educational ministry. Entails supervisory training and specialized opportunities for career development.

Nine (9) Quarter Hours Credit, with one or two concurrent courses encouraged each quarter. Limited to two interns.

One Session Yearly: January through May.

PTE and PSI include intensive ministerial involvement, log book maintenance, full cooperative supervision, special seminars with competent experts in various areas, peer and staff interaction, personal counseling, emphasis on transferability of skills, individualized readings, and rigorous theological pastoral reflection throughout the entire program. Arrangements to take PSI or PTE are made with the Center by May 31, and require regular cross-registration procedures. Acceptance to the programs is contingent on fulfillment of all requirements, an interview with the Center, approval by the Center and the school of primary registration, and the payment of a registration fee of \$100.00. If accepted, this fee is not refundable, but is included in the total tuition. Tuition for PTE or PSI and the advanced programs is \$450.00. Some schools and parishes will provide a supporting stipend if there is need.

For more detailed information and descriptive brochures, write or call: Center for Studies in Religious Education, 1100 East 55th Street, Chicago, Illinois 60615. Phone: (312) 241-6992 or 324-9200.

Paul J. Wierenga, O.P., Director

Eugene A. Mainelli, O.P., Supervisor

INSTITUTE ON THE CHURCH IN URBAN-INDUSTRIAL SOCIETY

The Institute on the Church in Urban-Industrial Society (ICUIS), based at McCormick Theological Seminary, was established in 1966 by the Presbyterian Institute of Industrial Relations in cooperation with the Advisory Group on Urban and Industrial Mission, Commission on World Mission and Evangelism, World Council of Churches. While retaining these historic relationships, during 1975 ICUIS has become located with the Chicago Cluster of Theological Schools and has established relationships with a wider range of American denominations.

The Advisory Group on Urban and Industrial Mission, W.C.C., "recognizes the Institute on the Church in Urban-Industrial Society as the one centre mandated by it to provide information and consultation on training facilities for urban and industrial ministries as well as an international reference centre for literature and

programme information in this field." In line with this mandate ICUIS performs a variety of data-collecting functions.

As a center for the gathering of information, ICUIS provides an information bank which draws upon a continuing flow of case studies, project reports, articles, correspondence, books and other materials coming out of the church's involvement in the issues of urbanization, technological change, international justice and human development. This material is selected, annotated, indexed and distributed among a world-wide network in a monthly *Abstract Service* and a quarterly *Notes on Urban-Industrial Mission*. Any of the more than 3,000 items in the ICUIS files, which are cross-indexed topically and geographically, can be retrieved upon request. Retrieval is facilitated by a regular Quarterly Index to the *Abstract Service*. The ICUIS information system is backed up by over 100 file drawers of materials on issues, projects and studies on urban-industrial mission.

Other resources currently being organized by ICUIS are a library of over 4000 Kodachrome slides on the church's role in the development of people world-wide and a switchboard for speakers and other resources for programs on the internationalization of mission.

Besides linking people engaged in the church's world-wide urban-industrial mission through information exchange, the resources of ICUIS have been used as models of involvement by those engaged in urban-industrial and metropolitan mission programs around the world;

as teaching material by seminary and college professors in courses on church and society, the theology of mission, metropolitan and regional development, technology and culture, and in continuing education and action training programs;

as research material for students in courses or projects related to the church's involvement in societal issues;

as a program resource by women's associations, couples' clubs, and young adult groups on issues related to the international dimensions of urbanization and technological change;

as the basis for mission institutes and orientation programs for those going overseas or for those returning from overseas assignments and for overseas persons assigned to ICUIS for periods of specialized study and action;

as the basis for preparing bibliographies and program materials for special program emphases of church agencies.

The resources of ICUIS are available to church agencies and local churches through the *Abstract Service* and other publications of ICUIS which provide up-to-date information on the international dimensions of the church's urban-industrial mission;

through the indexed material and the background files which provide program resources on the issues of metropolitan and technological change world-wide;

through consultation services to help plan institutes, seminars and conferences on the issues and the action involved in the internationalization of mission;

through orientation programs for people going overseas in the service of the church or of secular agencies, and week-end seminars for local churches.

Ministers in Industry Program

Ministers in Industry has for many years been a consciousness-raising and experience-expanding summer work-seminar program aimed at putting seminary students in touch with life in industry. During the summer of 1976, the eight-week program will deal with "The Blue Collar Worker in Urban America." The program's main purpose will be to focus students' attention on the ethos created by U.S. technology and the American productive system.

Students will be employed as wage earners in factories during the day, and will participate in a 3-hour seminar two evenings each week. The seminar portion of the program will deal with the political, social, ethnic, racial, and economic attitudes of the blue collar worker; with on-the-job problems; with generational and cultural conflicts; with the effectiveness of the trade unions in democratizing the industrial process; and with each of these issues as it relates to theological questions.

Students will be oriented to a series of issues which will facilitate understanding and analysis of their own participation in the work process and which will serve as bases for the several seminar sessions. Content of the seminar discussions will be provided by observations and reflections stemming from students' respective work situations and by preparatory readings in which the participants will engage. Each participant is expected to concentrate his or her attention on a given area of industrial experience, as reflected in the major issues noted above, and to prepare a paper on this particular issue.

The seminar sessions will be led by Prof. Poethig, who will provide an outline and content analysis of each issue; each student will speak to the issue which he or she has chosen, reflecting on what has been learned in the work experience and in the readings. Where needed, outside expertise will also be drawn in.

Students should plan to begin their summer employment by June 7, 1976, or as soon thereafter as possible. The orientation session will be held during the week beginning June 7, and the final seminar will be held during the week ending August 7. Students who desire may continue their jobs beyond the conclusion of the seminar. An optional debriefing session will be held August 27, and all papers will be due no later than August 31. Evaluation will be based upon seminar performance, the paper, and work performance (in consultation with the labor relations or personnel department of the factory in which the student has worked).

Enrollment is open to students who have completed one year of study at any accredited theological seminary. While the program is offered for 4 quarter hours credit, additional academic and/or clinical credit may be negotiated. Tuition for the program is payable to ICUIS at the rate charged by each student's home school for the number of credit hours sought. Applications for admission may be obtained in the office of the dean or registrar at each Cluster school or from ICUIS, and should be submitted to ICUIS by May 1, 1976.

For further information, write or phone: Institute on the Church in Urban-Industrial Society, 5700 S. Woodlawn Avenue, Chicago, Illinois 60637. Phone: (312) 241-7800.

Richard P. Poethig, Director
Bobbi Wells Hargleroad, Documentation Director
Mary J. Kirklin, Administrative Assistant

CHICAGO THEOLOGICAL INSTITUTE

The Chicago Cluster of Theological Schools enjoys a cordial and fruitful working relationship with the Chicago Theological Institute (CTI), which is a consortium of five theological schools located in the northern metropolitan area of the city. The member institutions of CTI are Garrett-Evangelical Theological Seminary (United Methodist), North Park Theological Seminary (Evangelical Covenant), Seabury-Western Theological Seminary (Episcopal), Trinity Evangelical Divinity School (Evangelical Free), and St. Mary of the Lake Seminary (Roman Catholic), an associate member. Each of these five institutions embodies a unique theological tradition or denominational affiliation which complements and enriches those represented among the nine schools of the Cluster.

By common agreement between the two consortia students other than those pursuing academic doctorates in each member school enjoy tuition-free cross-registration privileges in all other member schools. Most Cluster students thus have broad functional access without additional fees to significant curricular resources in fourteen theological schools which collectively represent a richness and diversity of ecumenical perspectives and theological traditions unduplicated in any other local setting.

The procedures for cross-registering into CTI schools are identical to those for cross-registering into Cluster schools. Information regarding CTI course descriptions and schedules is available in the office of the dean and registrar at each Cluster school. Such information may also be obtained from the office of the dean or registrar of the respective CTI schools:

Garrett-Evangelical Theological Seminary
2121 Sheridan Road
Evanston, Illinois 60201
273-2511

St. Mary of the Lake Seminary
Mundelein, Illinois 60060
566-6401

North Park Theological Seminary
5125 North Spaulding Avenue
Chicago, Illinois 60625
583-2700

Trinity Evangelical Divinity School
2045 Half Day Road
Deerfield, Illinois 60015
945-6700

Seabury-Western Theological Seminary
2122 Sheridan Road
Evanston, Illinois 60201
328-9300

CHICAGO AREA COLLEGES AND UNIVERSITIES

In addition to certain informal cooperative agreements which the Chicago Cluster of Theological Schools and its member institutions enjoy with various colleges and universities in the metropolitan area, one or more Cluster schools enjoy formal relationships with various local institutions of higher education. Through such relationships students at the respective seminaries enjoy correspondingly expanded and enriched educational offerings as well as a variety of significant benefits which may include participation in joint-degree programs; tuition reduc-

tion for course work; library privileges; and access to health services, cultural activities, and recreation facilities.

The local colleges and universities with whom the respective Cluster schools enjoy such relationships are the following:

De Paul University (DeAn)

Loyola University (JSTC, MTS)

University of Chicago (CTS, CTU, JSTC, LSTC, M/L, MTS)

University of Illinois at Chicago Circle (MTS)

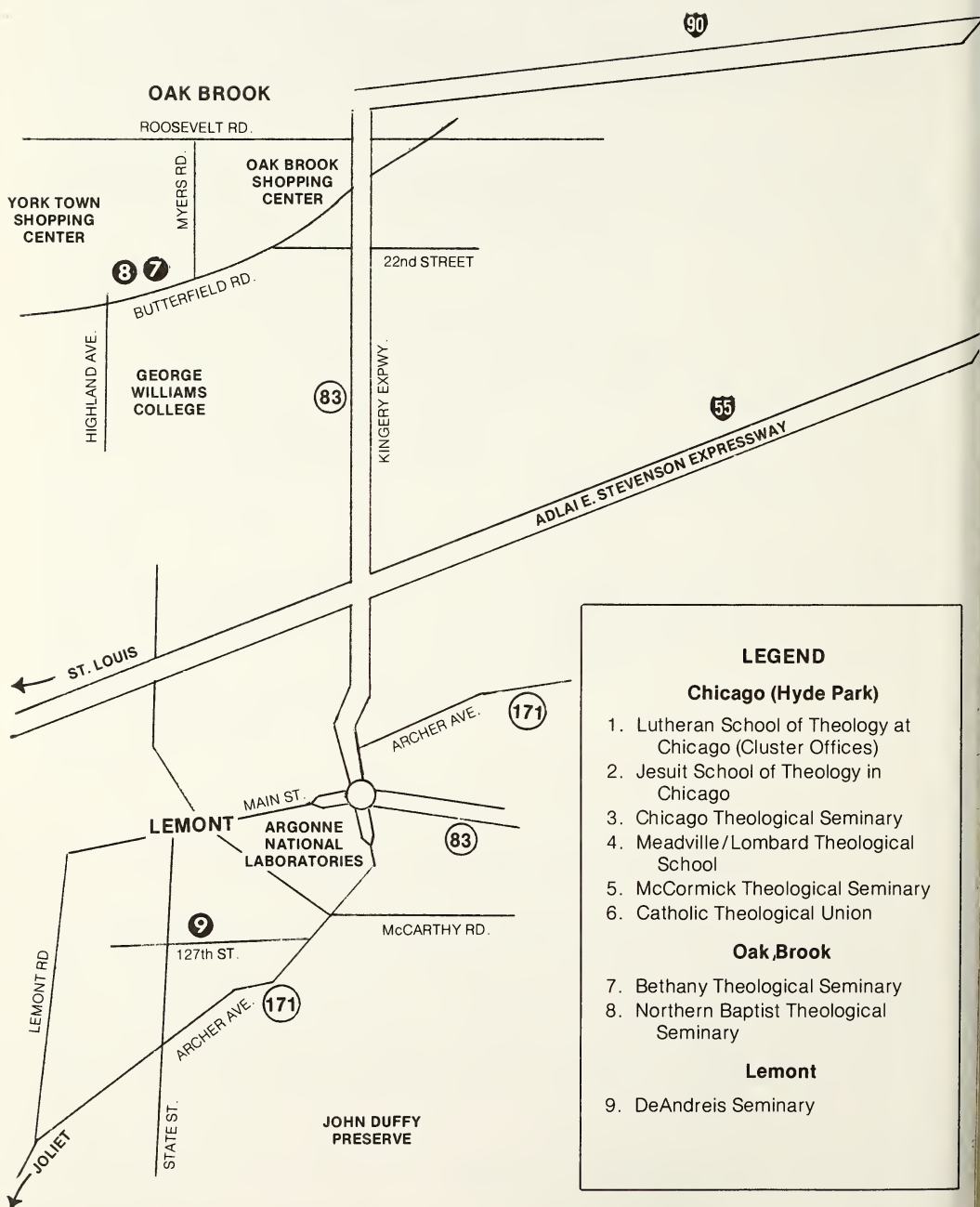
George Williams College (NBTS)

Rosary College (MTS)

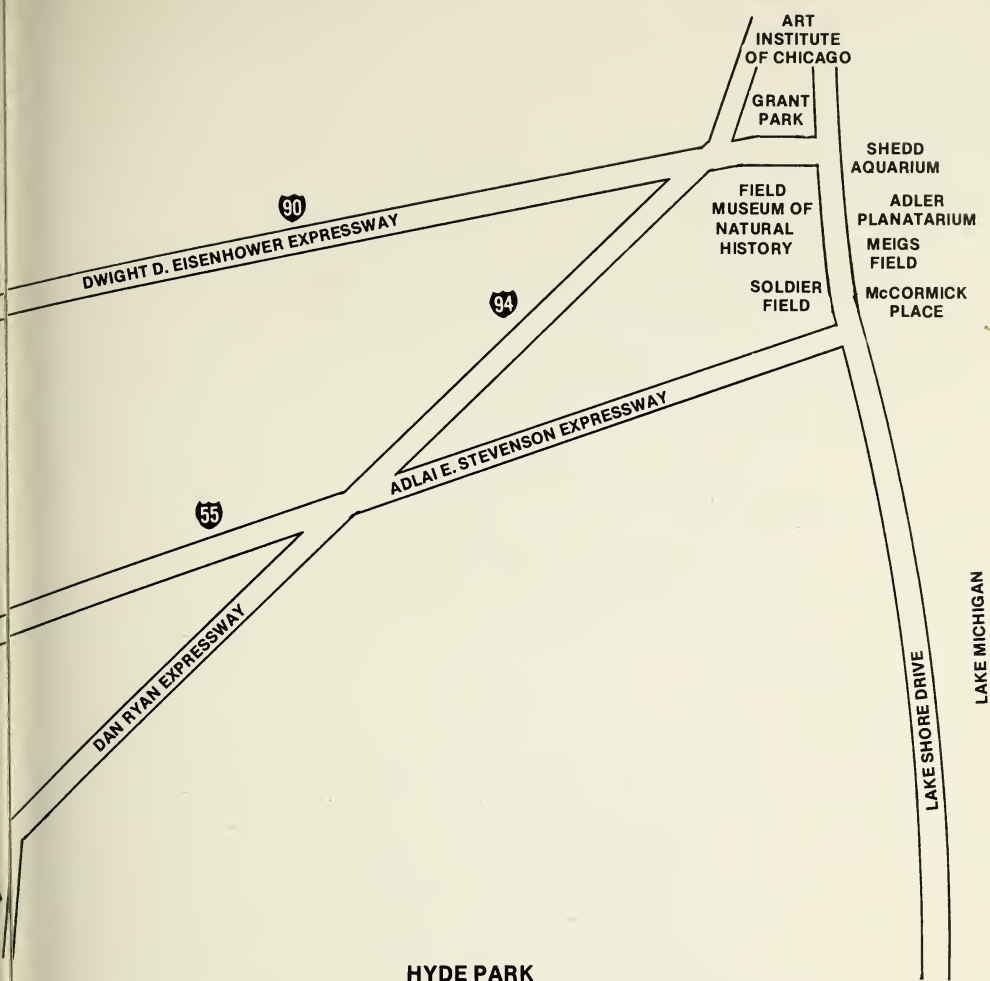
Wheaton College (NBTS)

Full particulars on these several relationships may be obtained by consulting the catalogs of the respective Cluster schools.

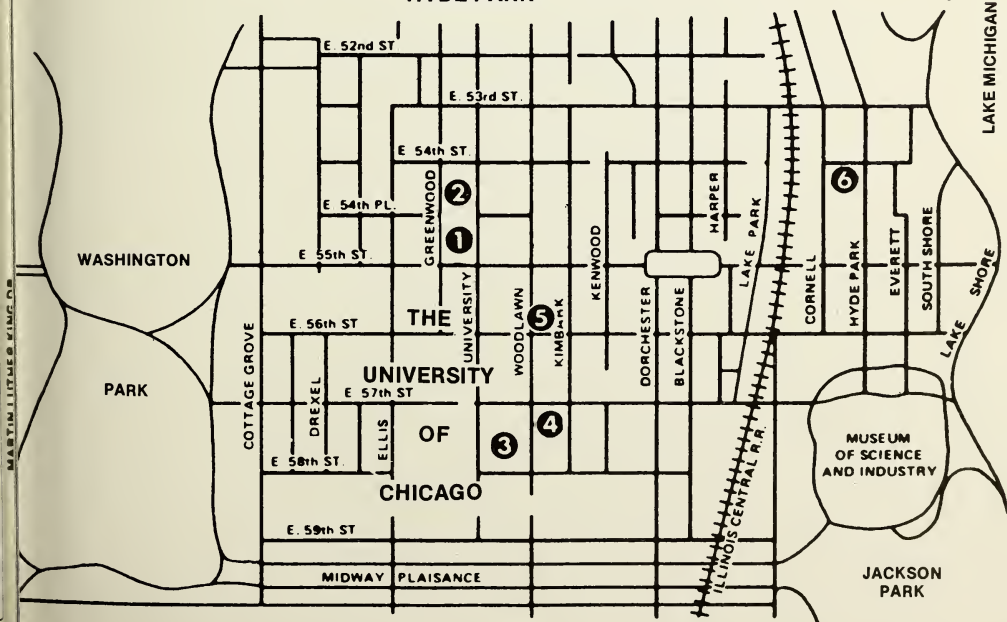
the chicago cluster of theological schools



CHICAGO LOOP



HYDE PARK





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